THE UNIVERSITY OF ALBERTA

AN EXPLORATORY STUDY OF THE CURRICULUM

PLANNING OF PRESCHOOL TEACHERS

by

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A THESIS

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ABSTRACT

Traditional preschool programs have been criticized in recent years for failing to meet the needs of the children involved. Since preschool teachers have over the years had considerable autonomy in determining the curriculum for their particular classrooms, one possible factor that has been singled out as the cause of this failure is the absence of planning by teachers of these programs. The intent of this study was to describe some of the actual planning practices of teachers in traditional preschool settings by investigating: (a) the curriculum planning processes used by teachers in developing their plans, and (b) the scope of teachers' planning.

Forty kindergarten teachers employed by the Edmonton Public School Board comprised the subjects who participated in the study. Three instruments were used to gather data regarding subjects' curriculum planning: (a) C-Plan, a computer-assisted program, (b) Kindergarten Curriculum Planning Questionnaire, and (c) an interview schedule.

Teachers' curriculum planning processes were investigated with regard to the sources they consulted, the kinds of information they sought, the purposes for which information was sought, and the procedures teachers followed in developing their plans. Subjects reported the sources most often consulted were their own knowledge and experience and their pupils. Practical information was sought by subjects considerably more often than theoretical information; the curriculum categories for which subjects most often sought information were Strategies, Resources, and Content. The activity which most

frequently characterized subjects' planning processes was Reflection.

The scope of subjects' curriculum planning was described in terms of the content of their programs, the time periods for which they planned, and the effect of the availability of adult assistants on their planning. In considering the content of their programs, all responding teachers indicated that they placed at least some emphasis on each of the subject areas; Language Arts was considered the most important subject area. The most common method of organizing content was through the use of themes. Most subjects made daily and weekly plans; fewer subjects made long range plans. The importance of the various curriculum categories varied considerably for the various time periods. Strategies and Content were considered of most importance in daily and weekly planning; Objectives were considered most important in long range planning; Resources were considered of moderate importance in all time periods, and Evaluation was the category considered of least importance overall. Most subjects had adult assistants in their classrooms and considered them in planning their programs. However, most subjects did not involve other adults in the actual planning process, but performed this task individually.

It was concluded that the preschool teachers who participated in the study did engage in planning activities. However, they approached the task of curriculum planning in a variety of ways. The traditional linear model of curriculum development was therefore found to be inadequate in representing the curriculum planning of the teachers in this study. Oberg's (1975) problem-solving model was found to provide a more flexible framework within which to describe teachers' curriculum planning.

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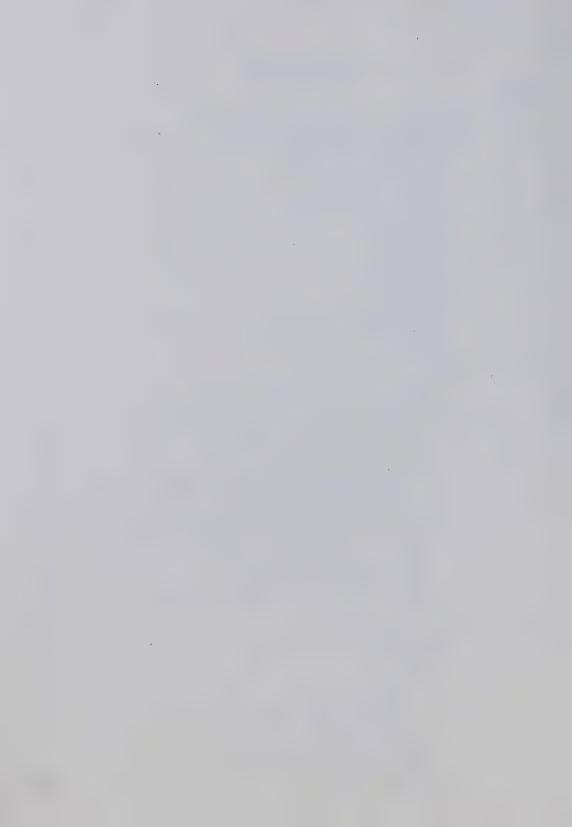
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CHAPTER I

THE PROBLEM, ITS NATURE AND SIGNIFICANCE

Background of the Study

In recent years, from 1960 to the present, traditional pre-
school programs in North America have been severely criticized for
failing to meet the needs of the children, aged three to five years,
which they serve. During the decade, 1960-1970, because of a growing
concern with the problems of the poor and culturally different, pre-
school education was re-examined and looked to as a means of bringing
about social reform. It was felt that intervention at an early age in
the environments of children of "deprived" backgrounds would lead to an
increase in their intellectual achievement which would bring success in
school and a way out of the cycle of poverty. The traditional pre-
school program did not seem to be a promising model for compensatory
education. Critics pointed out that preschool graduates had no signifi-
cant intellectual advantage over non-attenders (Moore & Kilmer, 1973),
and attributed this to a lack of emphasis on intellectual development
in traditional preschool programs. Traditional preschool programs were
also criticized for their heavy reliance on informal learning and for
what was considered a lack of structure in their programs.

As a result of these criticisms, a number of new approaches
to the education of young children have emerged. Various attempts

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have been made to classify the preschool programs which have developed
in various places in North America (Kamii, 1971; Omwake, 1972; Parker
& Day, 1972; Weikart, 1971; Weiser, 1972).

According to Omwake (1971), there are two main models for
preschool education: (a) the modern American nursery school, a contem-
porary version of the traditional nursery school which has as its goal
the development of a healthy personality, and (b) the academic pre-
school, which has as its goal the development of the child's skills for
intellectual mastery.

Weiser (1972) refers to three main types of preschool programs.
The first type corresponds to the modern nursery school, while the
other two may be classified as types of the academic preschool. The
first of these are run by followers of the cognitive school of psycholo-
gists and are concerned with the process of learning, rather than the
acquisition of specific knowledge. The second type of academic pre-
school is based on behavioural principles and identifies specific
learnings which are then taught directly.

Weikart (1971) outlines four general types of preschool pro-
grams: (a) programmed, (b) open framework, (c) custodial, and (d) child-
centered. The programmed approach corresponds to Weiser's (1972)
behavioural type of academic preschool. Programmed approaches are
those based on principles of learning theory, behaviour management
techniques, or language development theory. Objectives are clearly
defined and concerned with the intellectual development of children.
The curriculum is teacher initiated and the child responds. Learning
is interpreted as the acquisition of correct responses as determined

by the materials developed for the program.

Programs in the open framework category of early childhood education are similar to Weiser's (1972) cognitive type of academic preschool. They are based on the philosophy that learning comes through direct experience and action by the child. Each of these programs has adopted a theoretical position, but the theory is adapted to the specific situation and the individual child. The goals of these programs are cognitive in nature, not social or emotional. Both the teacher and the child are initiators in the development of the curriculum. The main purpose of these programs is to teach the child to reason and recognize relationships.

The custodial approach to preschool programming is concerned with little more than the physical care of children. Goals are not specifically educational in nature, and therefore program sponsors are not concerned with curriculum. Given the current emphasis on educational child care, this approach is no longer common.

The child-centered approach to early childhood education in Weikart's (1971) classification corresponds to Omwake's (1971) and Weiser's (1972) modern nursery school, and has been the traditional approach to preschool education. This approach is characterized by a concern with the development of the whole child. The goals of such programs are to meet the individual needs of children: social, emotional, physical and intellectual. Theory does not play a large role in the development of these programs; if the underlying theory is made explicit, it is usually one related to the notion of emotional growth and development. Curriculum is built around the interests of

the children and developed by the teacher from her intuitive under-
standing of child development and observation of the needs of the
particular children with whom she is involved.

Three distinct preschool programs, representing three of the
above categories were compared in a study conducted by Weikart from
1967 to 1971: (a) Bereiter and Engelmann's language training program,
one of the programmed approaches to early childhood education, (b) a
structured cognitive approach developed by Weikart and his associates,
an open-framework approach, and (c) a traditional child-centered
program, emphasizing social and emotional growth as well as intellec-
tual growth. He expected to find one of the two structured concept-
oriented programs to prove most workable, and regarded the traditional
program almost as a contrast group. The project was replicated twice,
and the results each year showed uniformly high gains on standardized
tests and observations for all three programs. The children in each
program did equally well. Weikart concluded that there was no "best
curriculum"; any broadly-based curriculum would prove effective.

Results from the third year of the study, however, indicated
that children involved in the traditional program were falling behind
their peers in the other two programs. Upon closer examination of the
results, Weikart (1971) concluded that this was due to two main causes:
(a) lack of systematic planning on the part of teachers, and (b) lack
of supervision of teachers. He found that experienced teachers of the
traditional preschool were able to "wing it" (Weikart, 1971, p. 26) by
following routines and had ceased to plan carefully for their programs.
In Weikart's (1971) view, "the moment planning as an organized force

ceases or diminishes in its central focus, program quality drops" (p. 26).

Weikart (1971) believes that curriculum is for the teacher, not the child. An unsuccessful curriculum permits the teacher to give her energies to unrelated areas; a successful curriculum is one that guides the teacher in the task of adapting the theory being applied to the actual behaviours of the children. Systematic planning is critical because "it produces a forward momentum, a pacing to the program that creates novelty and excitement for the children as well as the staff" (Weikart, 1971, p. 26). Planning brings the adults in the program together and forces an integration of their ideas so that they respond with purpose to the child.

This view is supported by Hildebrand (1971), who states:

If one cause could be singled out as the root of current criticism regarding the lack of significant learning in 'traditional' schools for young children, the absence of planning would surely be that cause. (p. 299)

Statement of the Problem

According to Goodlad, Klein, and Novotney (1973), educators too often go in search of solutions without knowing what is already being done. In their opinion, this is especially significant with respect to the early childhood years. Educators are presenting many ideas of what ought to be without finding out what is.

Since teachers of traditional preschool programs are being criticized for their lack of planning, it seems especially appropriate to try to discover what teachers are actually doing. The state of our present knowledge about traditional preschools and about curriculum

planning at the classroom level indicates a need for descriptive
studies in order to provide data about the actual planning practices
of teachers of traditional preschool programs. It is critical that we
present an image of reality from which to project needed reforms
(Goodlad et al., 1973).

Purpose of the Study

The purpose of this study is to describe some of the actual
planning practices of teachers in traditional preschool programs, by
investigating: (a) the curriculum planning processes used by preschool
teachers in developing their plans, and (b) the scope of curriculum
planning by teachers of traditional preschool programs.

The Research Questions

The following questions provided the framework for describing
preschool teachers' planning practices.

1. What characterizes the curriculum planning processes used
by a group of preschool teachers in planning their programs for a
particular session?

(a) What sources do teachers draw from and how often are
various sources consulted?

(b) What kind of information do teachers use as a basis
for their plans?

(c) For what purpose is the information sought?

(d) What procedures do teachers follow in developing
their plans?

2. What characterizes the scope of curriculum planning by
this group of preschool teachers?

(a) What aspects of planning do teachers take into account
when considering the curriculum content of their programs?

(b) What elements of planning do teachers consider of
importance in their planning for various time periods?

(c) What effect does the involvement of other adults in the
preschool program have on teachers' planning for that program?

Definitions

Classroom curriculum planning: the process used by a classroom
teacher to develop curriculum plans for a particular group of learners
in a particular setting. Curriculum planning may include diagnosing
pupil needs, formulating instructional objectives, and generating,
selecting, and organizing lesson content, learning activities, resources,
and evaluation procedures, although not necessarily in that order.
"Classroom curriculum planning" is used in this study interchangeably
with "teacher curriculum development".

Classroom curriculum plans: the intentions of a classroom
teacher for a learner or learners in a particular setting, the means by
which these intentions are to be accomplished, and the evaluation pro-
cedures to be used. These plans may be explicit or implicit, written
or unwritten.

Curriculum categories: the component parts or elements of an
instructional plan--objectives, content, strategies, resources, and
evaluation.

Curriculum planning processes: Planning processes are unobserv-
able, although they may be inferred from observable procedural
behaviours. They are rational and deliberate, although intuition may
be an important factor. Process indicators used in this study are the
kind, amount, and order of information sought and the purpose for which
this information was sought.

Teacher aide: assistant to the classroom teacher hired for
that purpose by the school board.

Theme: subject or topic which serves as a focus of teachers'
curriculum planning.

Traditional preschool programs: programs for children prior to
entrance into Grade One, whose goal is the development of the whole
child. Programs are not based on prescribed theoretical bases but are
developed by the teacher. Thus, a teacher might develop the curriculum
based on her intuitive understanding of child development and observa-
tion of the needs of the children. This approach is also referred to
as the "child-centered approach".

Scope of curriculum planning: extent or range of teachers'
planning for their particular classes. In this study, the scope of
planning involves: (a) the range of content considered, (b) time periods
for which teachers planned, and (c) the extent to which teachers con-
sidered adult assistants in their planning.

Assumptions

1. Some planning, whether intuitive or deliberate, is done by
the preschool teacher prior to interacting with pupils.

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2. The responses given by kindergarten teachers in the study are representative of their actual planning practices.

Delimitations

1. The selection of subjects for this study is limited to teachers of kindergartens in the Edmonton Public School system.

2. The study is concerned only with that aspect of curriculum planning that is characteristic of the preactive setting at the instructional level.

3. The processes used by kindergarten teachers in developing their plans were studied in relation to a single day's plan.

Limitations

1. The subjects involved in this study were all kindergarten teachers who volunteered to participate. The results are therefore not generalizable to other groups of teachers.

2. Subjects may have been hesitant about divulging information about their customary curriculum planning procedures, especially if they perceived them to be deviant from the norm.

3. The provision of alternate answers from which subjects were asked to choose in describing their planning may have affected subjects' choices.

4. The unfamiliarity of most subjects with the computers which were used to gather information about their planning processes may have affected their performance.

Organization of the Thesis

Chapter I has described the overall purpose of the study; it has listed the specific research questions to be answered, and outlined the delimitations, limitations and assumptions underlying the study. Definitions of terms used in the study have also been provided.

Chapter II contains a more detailed explanation of the bases for this study. The literature related to curriculum planning by classroom teachers in general and by preschool teachers in particular is reviewed.

Chapter III explains the research design used to gather data for the study. It describes the instruments used in the study and delineates the procedures involved in collecting the data. It also provides a description of the subjects involved in the study.

Chapter IV presents in tabular and written form the findings concerning subjects' curriculum planning processes and the scope of subjects' planning.

Chapter V provides a summary of the study, and a discussion of the findings, conclusions, implications, and recommendations for further research.

CHAPTER II

REVIEW OF THE LITERATURE

In this chapter, the literature regarding teachers' curriculum planning for the education of young children is reviewed. The first section focuses on the role of the teacher in curriculum planning, both in the general classroom and in the early childhood setting. In the second section, views of curriculum planning held by various curriculum theorists are described and various models of curriculum development outlined. The third section describes the view of curriculum planning held by early childhood educators of the child-centered school of thought and describes the aspects of planning considered important by them. In the last section, the existing studies of teachers' curriculum planning are reviewed.

Teacher Role in Curriculum Planning

The idea that classroom teachers are involved in curriculum development has gained wide acceptance in recent years. Taba (1962) has stated that "teachers are expected to make decisions which require theoretical insights into curriculum" (p. 452). According to Ragan, Wilson and Ragan (1972), "Much of the significant curriculum planning . . . goes on in the individual classroom" (p. 47). This is further supported by Saylor and Alexander (1974), who state:

> The teacher is the final decision maker concerning the actual
> learning opportunities to be provided . . . the best designed
> opportunities as well as the poorest owe their ultimate suc-
> cess or failure to the quality of the teachers' own planning
> and implementation.   (p. 61)

Many writers believe the responsibility of classroom teachers in making curriculum decisions is increasing. Teachers are no longer given specified guidelines by which to teach; rather, they are expected to adapt available curriculum materials or develop their own to meet the needs of their particular pupils (Jeffares, 1973; Oberg, 1975). This decentralization of curriculum decision-making authority is placing new importance on the role of the teacher as a curriculum planner.

In the field of Early Childhood Education, teachers have tradi-tionally had the autonomy to do a large part of the curriculum planning for their programs (McAfee, 1970). Jones (1970) suggests that whereas elementary education in the past has been restricted by prescribed curricula arbitrary for all children, preschool education has been limited because the curriculum was accidental and unidentified. This view is supported by McAfee (1970), who states:

> At no other level of education does a teacher have so much
> freedom and so few constraints concerning content, method,
> and expected outcomes. Inherent in this freedom is both
> challenge and responsibility for careful, imaginative,
> resourceful planning for the education of young children.
>   (p. 20)

Curriculum Planning in Curriculum Theory

Curriculum Planning as Decision-Making

Effective curriculum planning has been viewed by most curri-culum theorists as the result of rational decision-making (Goodlad, 1966; Myers, 1970). Rational decision-making obligates persons to

proceed in an orderly and systematic manner in their pursuit of a
solution to a problem. Myers (1970) considers rational decision-making
to be at the heart of curricular theory and as far as it is feasible,
believes curriculum planning should be a scientific inquiry. Griffin
(1970) sees curriculum decision-making as choices made, the result of
a rational selection from among alternatives.

A number of theorists stress the importance of the teachers'
awareness of what he is doing when planning. Berman (1968) sees
curriculum development as a constant search for priorities, and the
values on which these priorities are based should be clear in the
developer's mind. According to Goodlad (1966), curriculum planning
involves the sensitive utilization of values and data simultaneously.
As a first step in rational curriculum planning, Ragan and Shepherd
(1971) emphasize the importance of making explicit the frame of refer-
ence within which teachers are making decisions. Without explicit
guiding principles, they believe teaching can be only accidentally
successful.

This view is supported by Hildebrand and Paolucci (1973), who
attempted to apply decision-making theory to the teaching of nursery
school. They believe that good teachers succeed not primarily because
of intuition or creativity, but because of their ability to use their
knowledge in making decisions. They see the decision-maker as the
"conveyor of values, the implementer of goals, the upholder of stan-
dards, the organizer of learning episodes, the controller of behaviour,
and the selector of alternatives" (p. 17).

Models of Curriculum Development

In an attempt to establish guidelines for rational curriculum planning, several models of curriculum development have been presented by writers in the field of curriculum.

The traditional model of curriculum planning. The traditional model prescribed for curriculum planning has been the linear approach, introduced by Charters (1923) and Bobbitt (1924). The somewhat modified versions presented by Tyler (1950) and Taba (1962) have become representative of the classical model for curriculum development. In his model, Tyler presents four questions to be answered in developing any curriculum or plan of instruction:

(1) What educational purposes should the school seek to attain?
(2) What educational experiences can be provided that are likely to attain these purposes?
(3) How can these educational experiences be effectively organized?
(4) How can we determine whether these purposes are being attained? (p. 1)

Taba breaks down the steps in Tyler's model to make seven steps and adds the diagnosis of needs as a separate step (Pylypiw, 1974). Both approaches begin with the identification of objectives; this has become widely accepted as the best approach to systematic curriculum planning.

Challenges to the traditional model. Some critics of the traditional model of curriculum development have emerged in recent years. Most of the arguments are based on two main premises. First, the model should not be considered a universal model for curriculum development, and secondly, it is not followed by teachers in actual practice.

A number of critics accept the traditional model as one way
of planning curriculum, but object to the view of it being the only
way. Kliebard (1970) states that although Tyler contributed much to
the field of curriculum development, his model is "not the universal
model of curriculum development" (p. 270). Hyman (1972) encourages
curriculum workers to search for additional ways of viewing curriculum
development and March (1972) advocates a variety of approaches to
curriculum planning.

The second objection critics have to the model is that it does
not provide a viable framework within which to study actual classroom
curriculum development. Macdonald (1965) argues that teachers are
concerned first with what they are going to do, and not with what they
are trying to accomplish. Eisner (1967) suggests that teachers often
select activities they think have merit and then specify objectives by
examining the activities. Walker (1971) supports this view and suggests
the traditional model does not represent the most characteristic
features of educational practice.

Most of the objections to the use of the traditional model
focus on the specification of objectives as the starting point of
curriculum development. A number of critics have suggested alternate
approaches. Hyman (1972) includes the four steps of Tyler's model but
removes their sequential order, making them interdependent. Eisner
(1969) uses the phrase, "expressive objectives" to describe an educa-
tional encounter, providing detail regarding the tasks students are to
be involved in, and the situations surrounding the tasks. His view is
that various factors interact in such situations and result in specific

learnings. Walker (1971) has developed a naturalistic model of curriculum development comprised of: (a) the platform, made up of the planners' underlying values and beliefs, (b) the deliberation component, involving the devising of and the choice of alternatives, and (c) the design component.

The problem-finding model. Oberg (1975) has attempted to identify a theory of curriculum development which can be operational for curriculum developers at the classroom level. She views curriculum planning as more than a decision-making process which merely involves a selection from among existing alternatives. In the teaching situation, alternatives may not be readily available or may be too numerous to make a rational selection feasible (Connelly, 1972; Oberg, 1975). Oberg (1975) therefore views curriculum planning as a type of problem-solving process, in which the planner seeks and uses information to arrive at a solution to a problem. However, in the teaching situation, the exact nature of the end goal is not always known. She therefore characterizes curriculum planning as a particular type of problem-solving, that of "problem-finding".

This process involves: (a) identifying the problem, (b) gathering and processing relevant information to identify or generate alternatives, (c) using the information to choose a solution, and (d) verifying the solution chosen. These various aspects of the problem-solving process are not necessarily distinct or linearly related. This conception of the curriculum planning process provides a more flexible framework within which to describe classroom curriculum development.

Curriculum Planning in Early Childhood Education

Importance of Systematic Planning

During the last decade, the importance of systematic planning

for early childhood programs has been stressed by writers in the field

of early childhood education. Spokesmen for the child-centered type

of program have been quick to point out that systematic planning need

not interfere with the freedom and spontaneity of such a program. In

the words of Nimnicht, McAfee and Meier (1969),

> It might appear that planning is contrary to the notion of a
> free and active classroom and incompatible with the concept
> of an autotelic responsive environment . . . . Careful plan-
> ning is essential if we are to create an environment in which
> learning situations can occur spontaneously.   (p. 37)

This view is supported by Pieters (1970) who believes that a

program that is merely rich in experiences is not enough. She states:

> Only with the most careful planning and observations and
> with the most astute teaching does the rich experience
> program become a flux that causes the learner to discover
> what he needs to know.   (p. 42)

Parry (1975) believes teachers must better understand the learning

possibilities inherent in play activities, and says children learn best

from play, but it takes structuring on the part of the teacher.

Yardley (1971) sees the teacher's role as one of selecting

from the child's world situations which are likely to be of greatest

use to him, and refers to the classroom as the "environment contrived

for children's learning." She states:

> The well-organized class appears to run easily and the more
> informal the way of working, the more important the organiz-
> ation becomes . . . . Modern classroom procedure is based on
> a form of well-disciplined freedom, and there are many ways
> of creating the freedom in which individuals can work at
> peace with one another.   (p. 48)

Logan and Logan (1974) see the problem as one of combining organization and flexibility. In their opinion,

> Curriculum design and implementation is a challenge. Without it, each day becomes a haphazard chaotic experience for children and teacher. Unwisely used, it can result in a stultifying, narrowing, rigid, and potentially damaging experience to children. (p. 173)

Kinds of Planning Advocated by
Early Childhood Educators

In the literature on early childhood education, diverse ideas are expressed as to what is important in curriculum planning at the classroom level.

According to Logan and Logan (1974), for early childhood teachers to fulfill their responsibilities as curriculum planners, they must be knowledgable about: (a) sources of curriculum, (b) formulating objectives, (c) types of curriculum design, (d) planning daily schedules, (e) arranging a learning environment, (f) integrating learning experiences, and (g) evaluating instructional programs.

Other early childhood specialists put emphasis on one or more of the above aspects. Huey (1965) encourages long and short range planning. He sees the starting point as the identification of general objectives, then the specification of these objectives in terms of behaviour. He then advocates looking at the total school year and planning the year with balanced emphasis, including holidays and other interests. Next, he suggests that teachers choose themes within these broad areas of interest, survey content to be taught within the theme and choose the resources to be used. The sequence of experiences should be based on the logical sequence of the ideas to be learned,

and the psychological sequence based on the way children learn best. The room environment must then be planned, to provide intellectual opportunities, and the basic daily schedule planned. This planning should then be followed by planning for the specific weeks and days.

Leeper, Dales, Skipper and Witherspoon (1968) argue that intelligent planning must be based on relevant research and on the factors which influence the learning of children. These include: (a) what the culture expects, (b) what the children are like and how they learn, and (c) academic content and skills. The first step in the teacher's planning is to ask herself, 'What do I know about these children?'. Individual and group likes, needs and abilities, their home lives and experiential backgrounds must be taken into consideration. Pupil achievement must be analyzed, and activities selected appropriate for each child.

Nimnicht (1969) emphasizes the importance of clarifying basic guiding principles. He also stresses the importance of setting general objectives and specific objectives. A very important aspect of a teacher's planning is the assessment of the learning possibilities of the environment, and the awareness of how the materials and facilities might be used to accomplish the objectives. He also discusses the importance of ongoing evaluation of the program--daily, periodically, and yearly. Planning in Nimnicht's view should include a general outline for the year, weekly or bi-weekly plans, and daily plans.

Horowitz (1970) feels the starting point of intelligent planning is the child. A teacher should know three things about each

child: (a) where the child is now (his developmental level), (b) how
he learns (his mode of learning), and (c) with whom he works (his social
pattern). She then goes on to plan the environment, consisting of
materials, space, and learning activities to meet the needs of individ-
ual children.

Pieters (1970) advocates a similar approach. The teacher
should be a guiding person who knows: (a) where the learner is, (b)
where she hopes he will go, and (c) how to recognize the strategic
moment for teaching.

Jones (1970) outlines three steps involved in curriculum
planning: (a) continuing observation of individual children, (b) plan-
ning for the child's learning, and (c) establishing a group climate to
facilitate it.

Nixon and Nixon (1970) outline general principles to be con-
sidered in planning, although they believe there should be no such
thing as a typical day. They believe much of the planning involves
the selection of appropriate materials and resources. To do this, the
teacher must be able to predict the materials the children need and
are ready to use. They also discuss the importance of content in a
kindergarten program, and feel any academic area has a place in the
curriculum, with special emphasis on the language arts and the
quantitative skills.

According to Jones, Dahle, and Pieters (1970), the curriculum
should be structured to permit the modification of plans on the basis
of feedback from children. The teacher should have in mind a great
variety of kinds of activities which stimulate a young child's learning.

The particular activities she chooses are based on her own interests and her goals for young children, the children's needs and interests, and the available resources in the school and community.

McAfee (1970) believes that a suitable curriculum for early childhood education can only be planned by a teacher with the needs of a particular group of children and particular children in the group in mind. To provide for variation in children's interests, attention spans, styles of learning, and activity speeds, the use of time for each day and through the year must be carefully considered. Then the teacher must consider available resources and the way these resources can be used to best advantage. The best use of space in the indoor and outdoor learning environments must be planned. The objectives of the program both long and short range and the methods to be used to meet them must be determined.

Hildebrand (1971) feels the first step in curriculum planning is to set general goals, then make them specific for individual children. She then suggests choosing themes around which to plan learning activities, choosing appropriate resource materials, planning the schedule for the year, for the week, and the day, planning for any assistants who might be involved in the program, and planning the physical space arrangement.

Dowley and Bromwich (1971) believe curriculum planning is based on underlying assumptions about the nature of children and about the developmental processes, which should be clear in the planner's mind. Curriculum goals are an outgrowth of the belief system formed by these assumptions. The teacher, through her knowledge of child development

and through observation of particular children, establishes the needs
of her students. She then must provide an orderly structure of inform-
ation and knowledge through a structured environment. Finally, she is
responsible for constant assessment of the materials, methods, and
processes in her environment.

Spodek (1972) also stresses the importance of long and short
range planning. He argues that long range planning is necessary to tie
the various elements of the program together. If a program is to be
flexible and meet children's individual needs, and make the best use of
available resources, advance planning is essential. Spodek sees short
range planning as necessary for integration of the concepts, skills,
and traits that make up the program. Daily planning is the process of
mediating between the daily pressures and the long range plans. Spodek
also puts considerable emphasis on what he calls the feedback loop,
analyzing and modifying plans as a result of careful observation.

Mindess and Mindess (1972) refer to the importance of selecting
materials and planning space, and stress the importance of basing the
planning of a kindergarten environment on a well thought out rationale.
They discuss the importance of building academic foundations in the
subject areas of language, reading, writing, and arithmetic, and the
importance of providing aesthetic experiences through music and art.
They also discuss the importance of careful planning with regard to
teacher aides. In their opinion, teacher aides should be involved in
all aspects of the program--planning, presenting, and evaluating.
Teachers need to help the aides appreciate the basic goals of the
kindergarten and to tap the resources which aides have. Part of their

professional responsibility is to use the aide's ideas in programming so they add to the learning possibilities of the classroom. Mindess and Mindess also stress evaluation as a means toward professional growth. Evaluation should include evaluating children's progress toward the goals set, assessing the utilization of physical space, the quality and use of equipment and materials, the quality of the program itself, administrative and health practices in use, and the teacher's own professional growth.

According to Nash (1973), good planning is based on knowledge in the field of child development. On that foundation, the following aspects are considered: (a) objectives appropriate for young children are established, (b) activities are selected, (c) classroom climate is planned, (d) adult participation is planned, and (e) physical space, learning activities, and adult participation are integrated. Nash (1973) cautions against planning around themes or any factors other than the child, since the integration of experiences is difficult to achieve without an obvious conceptual framework to assist the process. She also advocates long range planning, building in flexibility and integration of activities.

The preceding section has presented the diverse views of various early childhood educators on planning. However, there are some common elements among them. The main concerns appear to be with three aspects of curriculum planning: (a) the underlying foundations of curriculum, (b) the focal points or steps in planning where conscious decisions should be made, and (c) the scope of teachers' planning.

First, various writers in the field of early childhood education were concerned that teachers be aware of the underlying sources and foundations of curriculum. These included the expectations of the culture, the principles of child development, the existing knowledge that could be taught and information peculiar to the particular children to be taught. These concerns are very similar to those expressed by writers in the field of curriculum. These areas of concern are in essence what Oberg (1975) refers to as the foundation areas constituting the theoretical base of curriculum planning--sociological, psychological and philosophical kinds of information. She also includes curricular information, which subsumes elements of the other three. Information about the particular children to be taught is categorized in Oberg's scheme as situational information equivalent to the above theoretical foundations--situational information which is sociological, psychological, philosophical or curricular in nature.

The second aspect of curriculum planning stressed by early childhood educators was the designation of certain focal points where rational decisions should be made. The influence of the traditional model of curriculum development is evident here. For the most part, these focal points coincide with the curriculum categories of an instructional plan. Most writers stressed the importance of beginning with the diagnosis of needs and the setting of objectives. This was followed by the planning and organization of educational experiences to meet those needs and finally, by some form of assessment, indicating to what extent the objectives have been met.

The third aspect of curriculum planning considered important by

early childhood educators was the scope of curriculum planning. Concerns centered around the content of curriculum, the time periods for which to plan; that is, short and long range planning, and planning for the participation of other adults who might be involved in the classroom.

The views of various early childhood educators on planning have been summarized. However, these do not necessarily represent the actual practice of early childhood teachers. Schwertfeger (1972) cites evidence that teachers' classroom behaviour is often unrelated to a theory or research base. Evans (1972), writing about various influences on early childhood education, states:

> The impact of /various/ positions . . . on actual kindergarten practice is not easily determined. Printed materials such as statements of curriculum theory, program recommendations, and innovative ideas abound in the literature. One cannot readily assume that practices 'on the firing line' are a direct outgrowth of practices advocated in the literature.
> (p. 9)

Studies of Classroom Curriculum Planning

Studies of classroom teachers' actual planning practices are scarce. However, a few studies which deal with teachers' curriculum planning have been conducted and are reviewed in this section. Although no studies could be found directly concerning teachers' planning activities for early childhood programs, several related studies involved early childhood teachers and special mention is made of these studies.

A series of studies was undertaken by Turner and his colleagues between 1960 and 1967, in which they attempted to assess teachers' skills in solving curriculum problems. Using problem-type tasks in the

teaching of reading and arithmetic, they attempted to determine various elements which were related to teacher performance on the problem-solving tasks. They found that the number and recency of methods courses, practice teaching, type of training, institution attended, and to a point, amount of teaching experience, were all related positively to performance on problem-solving tasks. In follow-up studies, they also found that teachers who scored high on the problem-solving tasks were also rated highly by their supervisors, and that pupils of these teachers scored higher than their peers on achievement tests. These studies established that teachers' problem-solving performance is an important and measurable skill and closely related to certain curriculum planning skills (Oberg, 1975).

Several studies have attempted to analyze curriculum development practices in relation to principles of curriculum development outlined in the literature. Ammons (1964), using Tyler's model of curriculum development as a base, gathered data regarding the processes used to formulate objectives in school systems. She found that systematic or recommended processes were rarely used in developing objectives and that there was no relationship between teachers' estimates of the worth of objectives and the processes used to develop them.

McClure (1965) conducted a study in which he observed and analyzed the curriculum planning of three groups of elementary school teachers: an early childhood group, a lower elementary group, and an upper elementary group. He was particularly interested in how these three groups arrived at educational objectives. He studied the procedures used in arriving at the objectives with emphasis on the following

aspects: time spent discussing curriculum sources, amount of emphasis
on personal values and psychological theories, extent to which an
attempt was made to justify the chosen objectives, and time given to
procedural matters. The problem-solving tasks were analyzed according
to the Bales Interaction Process Analysis Instrument. McClure also
evaluated the objectives themselves on the basis of precision, signifi-
cance and attainability.

In all three areas, the best performance was by the early child-
hood group. They paid more attention than the other two groups to the
sources of curriculum and were best able to apply psychological theory
to the particular setting for which they were planning. They spent
more time validating their objectives and did so more consistently than
the other two groups. Of the three groups, they spent the least time
on extraneous and procedural concerns. According to the Bales Inter-
action Process Analysis Instrument, the three groups were quite similar
on amounts and kinds of tasks performed, but the early childhood group
had a higher level of social-emotional participation than the other two
groups.

The early childhood group also had the highest score on all
three measures of the quality of the objectives produced--precision,
significance, and attainability. However, their objectives also lacked
operational definition of content, behaviours, learning opportunities,
and evaluation devices. All three groups had difficulty translating
institutional objectives into concrete instructional objectives.

McClune (1970) gathered data on lesson planning practices from
elementary school teachers. He investigated the following elements:

(a) data sources, (b) formulation of objectives, (c) uses of objectives, (d) selecting and organizing content, (e) selecting and organizing learning opportunities, (f) evaluation, and (g) the form of written plans. He found six major points of difference between the literature on curriculum development and teachers' actual practices:

1. The nature of the processes used by teachers in planning were different from those prescribed in the literature.

2. The main kinds of information used by teachers were institutional decisions and information from textbooks.

3. Some planning elements, mainly instructional resources, were given more emphasis than suggested in the literature.

4. Some tasks, for example, the formulation of objectives, were given less emphasis than prescribed.

5. Relationships teachers perceived among various planning elements were not extensive; for example, objectives were not used to guide the selection of content or instructional activities, although they were referred to in evaluation.

6. Planning was less complete than suggested in the literature.

Gardner (1971) investigated the curriculum planning needs of elementary and secondary school teachers during unit planning. He identified seven basic steps of planning prescribed in the literature: (a) determining student needs, (b) determining student interests, (c) setting objectives, (d) selecting curriculum content, (e) selecting teaching methods, (f) selecting instructional materials, and (g) selecting evaluation techniques. Gardner found that subjects sought the most help in the area of instructional materials, less help in

determining content and methodology, and least help in determining student needs and evaluation procedures. The persons most often consulted were principals or assistant principals, fellow teachers, curriculum workers or librarians, in that order. Teachers would have liked additional consultation with fellow teachers and subject specialists.

Jeffares (1973) investigated the role of the classroom teacher in the curriculum decision-making process, with regard to: (a) the elements that influence teachers' decisions, (b) teachers' opinions about prescribed curricula and related decision-making responsibilities, and (c) the relationship between teachers' belief systems and their curriculum decision-making. Elements which influenced teachers' decisions were ranked by teachers as follows: (a) instructional resources, (b) curriculum elements, those concerning objectives, (c) student characteristics, (d) teacher characteristics, (e) instructional procedures, and (f) evaluation procedures. Jeffares also found that teachers' decision-making was influenced by their belief systems.

Pylypiw (1974) attempted to describe the patterns of curriculum development used by elementary school teachers and to identify factors influencing their decisions. He found that slightly fewer than half of the teachers in his sample made curriculum decisions preactively. Most teachers made decisions about instructional objectives and procedures during the interactive and/or postactive stages of their teaching. Teachers' personal backgrounds and value systems had the most influence on their curricular decisions, followed by the instructional resources available and the students' needs, interests, and backgrounds. Teachers

were also influenced by provincial guides and factors pertaining to
the particular situations for which they were planning.

Oberg (1975) attempted to study the curriculum planning skills
of classroom teachers. She devised an instrument designed to guide the
retrospective self-analysis of a classroom teachers' curriculum planning.
Subjects were presented with a curriculum planning problem in a simu-
lated elementary school setting--a primary grade classroom. They were
asked to develop a set of curriculum plans for this class. They then
used a computer program to help them analyze their own planning.

Oberg conceptualized curriculum planning as a particular type
of problem-solving and investigated the curriculum planning processes
used by classroom teachers in terms of: (a) information search, and
(b) information utilization. Curriculum plans were also examined for
their consistency.

Information search included types of information sources con-
sulted, amount and kind of information gathered and patterns evident
in the planning process. Of the various sources consulted, Oberg found
that subjects most often relied on their own previous knowledge and
experience. Next to themselves, subjects most often used their pupils
as a source of information. Both practical and theoretical kinds of
information were considered by subjects, although practical information
was considered somewhat more often than theoretical information. The
particular kind of information which concerned subjects most was situ-
ational information about the pupils for whom they were planning.
Multiple strategies were employed in teachers' curriculum planning;
there were no discernible patterns in subjects' planning strategies.

Oberg also examined the curriculum plans to determine the nature and amount of information used and to determine the consistency of the plans. 'She found that most of the information subjects had described using the computer instrument was used in the plans, as well as additional information not described by subjects. Little relationship was found between the consistency of the plans and the processes used to produce them.

Summary

This chapter was devoted to a review of the literature pertaining to the curriculum planning of teachers for the education of young children. In the first section, it was established that teachers in early childhood programs have historically played an important role in curriculum planning.

In the second section, views of curriculum planning held by various individuals in the field of curriculum studies were described. Curriculum planning has been traditionally viewed as a decision-making process, involving the selection of alternatives. The traditional model for systematic curriculum development begins with the determination of objectives and ends with the process of evaluation. This linear model has been criticized in recent years because it does not explain what happens in practice and its assumptions have been challenged. One of the alternate models is Oberg's problem-finding model of curriculum development, where curriculum planning is viewed as a type of problem-solving process, in which the end goal is not always predetermined. This model provides a more flexible framework within which to describe classroom curriculum development.

The third section summarized the views of curriculum planning held by various individuals in the field of early childhood education. It was found that the topic of systematic planning has become increasingly important in the literature of early childhood education. Most writers in the field were influenced considerably by the traditional view of curriculum development. Their main concerns were with three aspects of curriculum planning: (a) the underlying foundations of curriculum, (b) the steps or focal points in planning where conscious decisions should be made, and (c) the scope of teachers' planning.

In the last section, existing studies of teachers' curriculum planning were reviewed. It was found that little research has been done regarding the actual planning practices of classroom teachers and even less regarding the planning of teachers of early childhood programs.

The present study therefore undertook to describe the actual planning practices of a group of preschool teachers. In the following chapter, the design of the study is described in terms of the instruments used, the subjects who participated in the study, and the data collection and analysis procedures.

CHAPTER III

THE DESIGN OF THE STUDY

This chapter outlines the research design and the investigative procedures which were employed in this study. The chapter begins with a description of the instruments used to investigate teachers' curriculum planning. This is followed by a description of the procedures used in collecting the data. Information regarding the subjects who participated in the study is reported, and the methods of analyzing the data are outlined.

Instrumentation

Three instruments were used to gather, record, and analyze data on kindergarten teachers' curriculum planning and plans: (1) C-Plan, a computer-assisted program by means of which subjects analyzed their own planning procedures and plans, (b) Kindergarten Curriculum Planning Questionnaire, designed to gather data about the scope of teachers' planning, and (c) the interview schedule, designed to verify respondents' data from the questionnaire.

C-Plan

C-Plan is a computer-assisted program adapted from L-Plan (Oberg, 1975), for use by kindergarten teachers. L-Plan was designed to guide classroom teachers in the retrospective self-analysis of the

processes involved in their curriculum planning. The program consists of a series of multiple-choice questions in two main sections. The questions in the first section are intended to elicit from subjects a description of their planning procedures. The second section is designed to gather data identifying personal and demographic character-istics of subjects. The validity and reliability of the program have been reported by Oberg (1975).

Section One. Section One consists of ten questions presented in the following sequence.

1.   Can you explain how you made your plans?

2.   What did you do first when you began planning?

3.   What part of your plan were you concerned with?

4.   What was the source of your information?

5.   What kind of information did you get or use?

6.   Was the information of any use in your planning?

7.   Is the information of use now?

8.   Please record your information.

9.   Have you made any changes in your plans?

10. Please record these changes.

A flowchart showing the computer program logic is presented in Appendix D.

Each of the above questions is answered once by a subject for each piece of information he considered during planning. For each subsequent piece of information the subject wishes to explain, he recycles through Questions 2 through 10 which are displayed again during each cycle with appropriate time sequence modifications.

Questions 2, 3, 4, and 5 are each followed by a number of alternatives from which the subject chooses one response. The choice of "something else" is included as an alternative response to each question. When the subject chooses "something else" as his response, he is asked to type in his own answer to the question. These typed answers are stored and recorded for later interpretation by the researcher.

Accompanying the computer program are several colour-coded printed forms (see Appendix E), to be used for recording purposes while answering Questions 8 and 10. In response to Question 8, the subject is asked to list on the left hand side of the "Record Form" (see Appendix E) the particular piece of information he found and is in the process of describing, and opposite it, on the right-hand side of the form, the part of his plan to which it applies. In Question 10, the subject is asked to note any changes in his original plan by placing an "M" in the right-hand margin of the "Record Form", opposite the information constituting the change. The subject is then asked to describe any changes he has made to his plans since beginning the computer program, on another form, called the "Revised Record Form" (see Appendix E).

Since L-Plan was designed for use by classroom teachers in analyzing their planning for a specific lesson, some changes were made in the computer program to adapt it for use by kindergarten teachers in analyzing their planning for a half-day session. The format of the program remained identical to that of L-Plan, including the questions that were asked. Changes were made in some of the response categories

so that they would apply to kindergarten teachers and kindergarten programs. These changes were judged by a panel of judges consisting of an elementary education professor and two graduate students to be appropriate for kindergarten teachers without altering the original intent of the program. The modified version of L-Plan was called C-Plan.

Since teachers of traditional preschools do not necessarily plan individual lessons, the terms "instruction" or "instructional period" were substituted throughout C-Plan for the terms "lesson" or "lesson plan" which were used in L-Plan.

The first question in both L-Plan and C-Plan is a non-directive entry into the program. The second question provides information about the modes of activity subjects used while planning. The list of possible modes of activity in C-Plan, which is presented after Question 2, is identical to that presented in L-Plan. To avoid overlap, for analysis purposes, these choices were recategorized according to categories established by Oberg (1975). The computer program choices and the categories for analysis are shown in Table 1.

Question 3 provides data on the categories of the curriculum plan for which subjects sought information during planning. The curriculum categories used in C-Plan are identical to those used in L-Plan, except for one change in wording; the term "lesson plans" was changed to "plans". The curriculum categories used in both L-Plan and C-Plan are shown in Table 2.

In the fourth question, subjects were asked to identify the sources they consulted during planning--print, non-print, or human.

Table 1

Categories for Analyzing Choices
of Modes of Activity

Computer Program Choices	Categories for Analysis
Write something Draw something	Write
Reflect on something	Reflect
Read something Consult something	Read print materials
Consult someone Talk with someone Ask questions of someone	Consult verbally
Listen for something Observe someone	Observe (pupils)
Go somewhere Look for something	Quest for additional information

Table 2

Curriculum Categories
Used in L-Plan and C-Plan

L-Plan	C-Plan
Your pupils	Your pupils
Yourself	Yourself
Objectives	Objectives
Strategies	Strategies
Resources	Resources
Content	Content
Evaluation	Evaluation
Lesson plans	Plans
Something else	Something else

Sources were derived from those used in L-Plan and those identified by Gardner (1971) in his study of the curriculum planning needs of elementary school teachers. Some additional sources which might be used by kindergarten teachers were also included. Table 3 shows the sources identified by Gardner (1971), the sources listed in L-Plan, and the sources listed in C-Plan.

Question 5 relates to the kinds of information sought: theoretical or situational. Subdivisions under each kind of information are based on the foundation areas of philosophy of education, sociology of education, educational psychology, and curriculum studies. The use of the terms "philosophical", "sociological", "psychological", and "curricular" was deliberately avoided in L-Plan and also in C-Plan. Instead, descriptive choices distinguishing among the four foundation areas were presented. The categories of theoretical and practical information used in C-Plan were identical to those used in L-Plan except for the choices corresponding to philosophical information. These were modified to relate to the preschool setting for which subjects were planning. One of the theoretical philosophical choices was changed from "what constitutes language competence" to "what is competence for young children". The practical philosophical choice was changed from information about "Language arts or about the official aims of education in the province" to "the official aims of education and especially of early childhood education in the province". The frames displaying the choices as they appear in C-Plan are reproduced in Figures 1 and 2. Further expansions of these choices, which are definitional in nature, are given in Appendix F.

Table 3

Categories of Sources of Information Available to Subjects

Gardner Study	L-Plan	C-Plan
Principal or assistant	Researcher	Principal
Subject specialist	Language Arts Specialist	ECS[a] consultant
Fellow grade teacher	Friend	Fellow teacher
Librarian	Librarian	Librarian
Curriculum worker/ Resource person	Curriculum professor Psychology professor	ECS[a] coordinator University professor
Media-audio-visual worker	Librarian	Librarian
Reading teacher/ consultant	Reading specialist	
	Myself	Myself
	Pupils	Pupils
	Parents	Parents
	Curriculum guides/ Official reports	Curriculum guides Official reports
	Teachers' manuals	Teachers' manuals
	Professional references	Professional references
	Class notes	Previous plans
	Someone or Something else	Someone or Something else
		Local Advisory Committee[b]

[a]Early Childhood Services

[b]LAC is composed of a majority of parent representatives and representatives of other community agencies.

What kind of information did you get or use or think of?

Please try to characterize your information according to one of the following categories.

Was it GENERAL information about:

> --the goals schools should fulfill;
> --what is competence for young children;
> --how social setting influences a child;
> --how children usually grow and develop;
> --how planning should be done.

Or was it PRACTICAL information about:

> --the actual situation for which you were planning;
> --something else.

Whatever you point at will be expanded.

> Figure 1. The frame from C-Plan displaying choices regarding kinds of information used.

There are many kinds of practical information you might have gotten or used. Please press the space bar and choose the category which best describes your information. Whichever category you choose on the next screen will be expanded.

Was it information about:

> --The official aims of education and especially of early childhood education in the province;
> --your pupils' family background or peer relationships;
> --your pupils' personal characteristics;
> --your own personal characteristics;
> --the setting--facilities, organization, and resources available;
> --some other practical information.

> Figure 2. The frame from C-Plan displaying choices regarding practical kinds of information.

Section Two. Section Two of C-Plan (Appendix G) is identical
to Section Two of L-Plan except for a few minor changes in the wording.
Data are gathered identifying personal and demographic characteristics
of subjects which may contribute to the understanding of data gathered
in the rest of the study. Questions are asked regarding subjects' age,
sex, number of children, amount and recency of teacher education, uni-
versity degrees, amount and nature of teaching experience, emotional
reaction to the computer system, familiarity with the task, and level of
performance satisfaction. Multiple responses and individual elabora-
tion are possible for each question. The display sequence of the
demographic and personal response questions in Section Two of the
computer program are shown in Appendix G.

Computer facilities. The computer-assisted instructional
system at the University of Alberta provided the computer facilities
employed in the study. This IBM 1500 computer system has twenty
instructional stations, each consisting of a combined cathode-ray audio
unit. The computer program was presented to the subjects in printed
form on the cathode-ray tube. Subjects responded by pointing with a
light pen to a choice displayed on the cathode-ray tube or by typing a
message onto the cathode-ray tube. The L-Plan and C-Plan computer
programs incorporate multiple branching logic so that a subject's
response to one question determines the next question presented. Thus
twenty subjects could be treated simultaneously and yet individually.

Data storage. Performance recordings of individual subjects'
responses to the computer program are stored in coded form. Each of

the responses to the four main questions in Section One is represented
by a two-digit number. Each cycle of a subject through the questions
in Section One is represented therefore by an eight-digit code. The
first two digits of the code represent responses to modes of activity;
the next two digits represent curriculum categories; the next two
represent sources of information, and the last two represent kinds of
information. For each subject, therefore, the number of codes corres-
ponds to the number of cycles made through Section One of the computer
program. Each cycle, in turn, represents one piece of information
processed during the subject's initial planning and now described by
the subject. Subjects' typed responses elaborating on the choice,
"Something else", are retrievable in literal form. Thus, the gathering
and recording of data by the computer program is simultaneous.

The Kindergarten Curriculum Planning Questionnaire

        The Kindergarten Curriculum Planning Questionnaire (Appendix H)
was designed especially for this study. It was designed to gather data
about the scope of kindergarten teachers' curriculum planning. Items
for the questionnaire were developed on the basis of knowledge derived
from the review of the literature regarding aspects of planning con-
sidered important by writers in the field of early childhood education.
        The questionnaire is divided into three sections regarding:
(a) the curriculum content of kindergarten programs, (b) the periods
of time for which teachers make plans, and (c) the involvement of
adults other than the teacher in kindergartens, and the effect of this
involvement on teachers' planning.

        In the first section, teachers are asked about the various
aspects of planning which they took into account when considering the
curriculum content of their programs for periods of a week or longer.
In the first question, teachers are asked to what extent they consult
various sources of information. Although this question is asked in
C-Plan regarding teachers' daily planning, it is included in the
questionnaire because it was thought that sources of information might
be different for short or long range planning than for daily planning.
The second question was intended to determine what importance teachers
placed on various subject areas in planning their programs. The next
three questions were designed to gather information regarding the
organization of content for the kindergarten programs.

        In the second section, teachers are asked about the periods of
time for which they plan their programs. The first question was
intended to determine for what time periods teachers make plans. The
next five questions, Questions 2 to 6 inclusive, were designed to
gather information about the importance to teachers of the various
planning elements--objectives, resources, content, strategies, and
evaluation--in making daily, short, and long range plans.

        The third section deals with the involvement of adults other
than the teacher in the kindergarten program and the effect of this
involvement on a teacher's planning. The first four questions were
intended to determine to what extent other adults were involved in
teachers' programs. In Questions 5, 6, and 7, teachers are asked who
is involved in the actual planning of the program. Questions 8 to 13
inclusive were intended to determine the extent of involvement of

various persons in deciding the duties of other adults and the consider-
ations which influence teachers in determining these duties. Questions
8 through 10 concern teacher aides and Questions 11 through 13 are
concerned with volunteers.

The questionnaire consists of twenty-four questions with a
number of sub-sections. For each sub-section, respondents are asked
to respond according to a five-point equal interval scale of values,
ranging from "never" (1) through "always" (5), or "not at all" (1)
through "to a very great extent" (5).

The preliminary questionnaire was referred to a panel of judges,
who rated the appropriateness of items as well as examining the format
of the questionnaire. Following their suggestions, an item inviting
subjects to identify additional elements not included in the given
responses, was added to each question. The wording of individual
questions and the format of the questionnaire was refined according
to suggestions given by the judges. It was found that the question-
naire could be completed in approximately fifteen minutes.

Interview Schedule

The interview was intended to verify respondent's data from the
Kindergarten Curriculum Planning Questionnaire, and to probe more deeply
into subjects' responses. An interview schedule consisting of a series
of open-ended questions was constructed to guide the interviewer. The
interview schedule, consisting of twenty-four items, can be found in
Appendix J. The topics covered in the interview schedule paralleled the
information sought in the questionnaire. Many of the sub-sections of
items in the questionnaire were incorporated as probes in the interview.

Data Collection

The following procedures were used in gathering and examining data on the curriculum planning practices of a group of kindergarten teachers.

Recruitment of Subjects

Subjects were recruited from teachers teaching kindergarten for the Edmonton Public School Board in 1974-75. Initial contact was made by the researcher in person at a series of in-service education programs. The purpose of the study was outlined and teachers were encouraged to volunteer for participation in the study.

Several weeks later, volunteers were contacted by telephone to arrange a date and time for them to take part in the initial phase of the study. This involved the use of C-Plan, a computer-assisted program run on the IBM 1500 instructional system at the University of Alberta. Subjects were given a choice of four time periods over the period of a week in which to take part in the study.

Preparation for Use of C-Plan

Subjects were contacted by letter (Appendix A) to confirm the date and time arranged for their use of C-Plan. They were each requested to plan a half-day session for their kindergarten classes for the day following their participation in the study and to bring a copy of this plan with them. It was explained in the letter that the main purpose of the plan was to provide a focus for their consideration while using the computer program. Subjects were asked not to make their plans any more extensive than usual but to bring with them copies

of the plans they would normally make for their classes. Subjects
were also informed that the plans would be collected at the end of the
session. Directions to the computer facilities and information about
parking were included with the letter. Since the researcher did not
want to influence teachers' planning processes, no further information
about C-Plan was given at this time.

Utilization of C-Plan

Subjects met in the computer room of the Education Building at
the University of Alberta to participate in the study. The study was
run on four different occasions, with the number of subjects partici-
pating ranging from seven to fifteen.

The introduction to the use of the computer and of C-Plan was
well-defined and followed the same procedure during each of the four
sessions set up for use of the computer program. On their arrival,
subjects were given printed materials (Appendix B) describing briefly
the format and terminology of the computer-assisted program. Any
questions subjects had concerning the use of the computers were
answered. A detailed explanation of the use of the computer system
and the program format (Appendix C) is included in the introduction to
the computer program itself and precedes the first question on planning.

Printed forms accompanying the computer program, the Record
Form and the Revised Record Form (Appendix E), were distributed. Sub-
jects were then asked to use C-Plan to describe and analyze in retro-
spect the curriculum planning processes which they had employed in
developing their plans. Information was also gathered regarding
subjects' personal and professional backgrounds.

The researcher was available to answer any questions subjects had during their use of C-Plan, either regarding the program itself or regarding the use of the computer. Also, a computer programmer was available to provide assistance with the use of the computers when help was required. Requests were primarily for technical help in using the computer.

The amount of time a subject spent on the computer program varied with the completeness of his initial planning, his ability to analyze his planning, and his facility in using the computer program. The average amount of time spent was approximately sixty minutes. The amount of time spent by individual subjects ranged from thirty to one hundred minutes.

Following subjects' completion of C-Plan, their written plans and the printed forms accompanying the computer program were collected for analysis by the researcher. Performance recordings of individual subjects' responses to the computer program were later secured for analysis.

In summary, data gathered in connection with the use of C-Plan consisted of: (a) subjects' responses to the questions on curriculum planning, stored in coded form in the computer system, (b) subjects' written descriptions of each piece of information gathered during curriculum planning recorded on the printed forms accompanying the computer program, (c) subjects' written curriculum plans, and (d) data regarding subjects' personal backgrounds.

Distribution and Collection
of Questionnaires

Following subjects' completion of C-Plan, copies of the Kinder-
garten Curriculum Planning Questionnaire were distributed accompanied
by stamped self-addressed envelopes. Subjects were given a choice of
completing the questionnaires immediately or mailing in their completed
copies as soon as it was possible for them to do so.

Most questionnaires were completed and returned to the
researcher within a period of two weeks. The remaining subjects were
contacted by telephone and all but one subject returned a completed
questionnaire.

Interview Procedure

One quarter of the subjects who took part in the study thus far
were then selected at random for interview purposes. These ten sub-
jects were contacted by telephone to arrange a suitable date, time,
and place for a personal interview.

Each interview was preceded by the introduction outlined in
Appendix I. The major questions were asked following the order of the
established interview schedule. Probing questions were asked as the
need for them became apparent to the interviewer. Permission was
granted by each interviewee for the taping of the interview. Notes
were also made by the researcher during the interview.

Subjects

The subjects who participated in this study were all kinder-
garten teachers employed by the Edmonton Public School Board. After

initial contact, sixty-five teachers volunteered to participate in the study. Because it was necessary for subjects to come to the University of Alberta to make use of the computer program on their own time, a number of teachers were unable to take part in the study. Forty-one teachers actually participated in the initial phase of the study by using C-Plan to analyze their planning. One subject did not complete the Kindergarten Curriculum Planning Questionnaire, thus leaving forty subjects to provide the data for the major part of the study. Ten subjects were then selected at random for interview purposes. Subjects' characteristics are presented in Table 4.

The subjects in the study comprised a heterogeneous group of teachers. They ranged in age from eighteen to forty-five years, with 52.5% of the subjects under twenty-five years of age. Of the forty subjects, 85% had university degrees, 70% of the subjects had B.Ed. degrees and 15% had B.A. degrees. All subjects had completed curriculum and instruction methods courses, and 90% had completed four or more. Ninety percent of the subjects had completed their last curriculum and instruction course within the last five years. Thirty percent of the subjects indicated they had previously been engaged in tasks related to lesson planning analysis.

The average amount of classroom experience for all teachers was 3.2 years, 20% of the subjects were in their first year of teaching, 15% had one year of experience, 50% had taught between two and five years, and 15% had more than five years of experience. Forty-five percent of the subjects had had all of their experience at the pre-school level, 50% had had experience teaching in the primary grades and

Table 4

Characteristics of Subjects in the Study

Age	18-25	26-35	36-45	46-55	Over 56
	(21) 52.5%	(12) 30.0%	(7) 17.5%	0	0

University Degrees	None	B.A.	B.Ed.	M.Ed.	Other
	(6) 15.0%	(6) 15.0%	(28) 70.0%	0	0

Number of C&I Courses[a]	1	2	3	4	5 or more
	(1) 2.5%	(1) 2.5%	(2) 5.0%	(5) 12.5%	(31) 77.5%

Completion of Last C&I[a] Course	this year	last year	2-5 yrs. ago	6-10 yrs. ago	Over 10 yrs. ago
	(11) 27.5%	(12) 30.0%	(13) 32.5%	(2) 5.0%	(2) 5.0%

Years of Classroom Experience	Less than 1	1	2-5	6-10	Over 10
	(8) 20.0%	(6) 15.0%	(20) 50.0%	(3) 7.5%	(3) 7.5%

Level of Experience[b]	Preschool	Gr. 1-3	Gr. 4-6	Jr. High	Sr. High
	(40)[c] 100%	(20) 50.0%	(7) 17.5%	(2) 5.0%	0

NOTE: Numbers in parentheses indicate the number of subjects in each category.

[a]Curriculum and Instruction Courses.

[b]Since some subjects had experience at several levels, these figures exceed 100%.

[c]Since subjects participated in the study in March of 1975, all subjects considered themselves to have had experience at the preschool level.

22.5% had had experience teaching at the upper elementary or junior high levels.

The subjects appear to be representative of the kindergarten teachers employed by the Edmonton Public School Board. The rationale for using such subjects in this study was that all of them were currently teaching kindergarten under the guidelines of Early Childhood Services of Alberta. The goals and philosophy of Alberta's Early Childhood Services are clearly representative of the child-centered approach to early childhood education. Since no prescribed curriculum exists for the Edmonton Public School Kindergartens, teachers have considerable responsibility for the curriculum planning for their classes.

Although individual teachers' situations varied according to the school and community in which they were teaching, their situations were similar in that they were all employed by the same school board, and therefore were subject to similar supervision and guidance. This made it possible to examine how various kindergarten teachers handled the task of planning for their classes with similar resources available to them.

Finally, since the initial phase of the study involved the use of a computer system, subjects were required to meet at the University of Alberta on their own time. It was important therefore that subjects be from the Edmonton area to facilitate the scheduling required for their participation.

Data Analysis

Information gathered through C-Plan was used to provide a
description of the procedures subjects followed in their daily planning
for their kindergarten classes. Frequency counts were compiled to show
the modes of activity most often engaged in by subjects, the nature of
the sources of information consulted, the curriculum categories or
purposes for which information was gathered, and the kinds of inform-
ation which were gathered. Data which were stored in coded form during
subjects' use of C-Plan were compared with data from subjects' written
descriptions recorded on the printed forms accompanying the computer
program. This comparison enabled the researcher to identify any
inconsistencies, omissions, or misinterpretations in subjects'
responses to the computer program. This led to interpretation by
the researcher of some of subjects' responses.

Data from the printed forms accompanying C-Plan were also
examined along with subjects' written curriculum plans. Frequency
counts were compiled and percentages calculated to show the different
approaches to curriculum planning most commonly used by subjects,
subjects' use of themes, and patterns apparent in subjects' planning
processes. The Pearson Product Moment Correlation Coefficient was
used to determine whether there was any relationship between the com-
pleteness of subjects' written daily plans and the completeness of
subjects' planning for the day according to subjects' self-analysis
through C-Plan.

Data from the Kindergarten Curriculum Planning Questionnaire
provided information about the scope of subjects' planning in terms

of: (a) the content of their programs, (b) the time periods for which they made plans, and (c) the effect on their planning of adult involvement in their classrooms. Frequency counts, percentages, weightings, and rank ordering were used to analyze the data which were then arranged in tabular form.

Data from the interviews were used for the purpose of verifying data from the questionnaires by comparing responses to individual items on the questionnaire with parallel items in the interview. Values of 1 to 3 were assigned to each item in the questionnaire and in the interview. Discrepancy scores were then calculated for each item by subtracting scores for each item on the questionnaire from scores for identical items in the interview.

Summary

This chapter has provided an overview of the procedures which were followed in the study. A description of the three instruments was provided: (a) C-Plan, (b) the Kindergarten Curriculum Planning Questionnaire, and (c) the Interview Schedule. The various stages of the study were outlined, including the procedures employed in collecting the data. A description of the subjects who participated in the study and an explanation of the basis upon which they were selected was provided. Finally, a description was given of the general procedures which were followed in treating the data in order to answer the research questions which had been established.

CHAPTER IV

ANALYSIS OF THE DATA

The first section of this chapter describes the procedures subjects followed in planning for a half day session in their respective kindergartens. Information about the daily planning of subjects was gathered from the computer-assisted program, C-Plan, which provided subjects' analyses of their planning processes, the record forms accompanying C-Plan, which provided written descriptions by subjects concerning the information they considered during planning, and the actual daily plans which were a result of the planning processes.

In the second section of this chapter, the scope of subjects' curriculum planning is described. Subjects' responses to the Kindergarten Curriculum Planning Questionnaire provided data regarding the content subjects considered in planning, the periods of time for which subjects planned, and the effects on subjects' curriculum planning of having other adults involved in their programs. The personal interviews that were conducted also provided data regarding the scope of subjects' curriculum planning. A comparison of the results from the questionnaires and the interviews is also included in this section.

DEVELOPING DAILY PLANS

Self-Analyses of Curriculum Planning Processes

The computer program, C-Plan, was designed to assist its users in analyzing the planning processes in which they were engaged in developing daily curriculum plans for their classrooms. The use of C-Plan provided information about the planning processes used by selected kindergarten teachers. In each cycle, subjects were asked: (a) What did you do when planning? (b) What did you want to find out about? (c) What was the information source? and (d) What kind of information did you get? The answers to these four questions provided information about the modes of activity subjects used in planning, the curriculum categories for which they were searching for information, the sources they consulted, and the kind of information they considered in planning.

Classification of Responses to C-Plan

A number of subjects' responses to the computer program were classified by the investigator. These responses fell into three categories: (a) open-ended responses, (b) mislabelled choices, and (c) additional comments. A summary of these interpretations is shown in Table 5.

Open-ended responses. The open-ended response was used by subjects when they did not perceive any of the displayed choices as being appropriate. Subjects then typed in the desired responses. Subjects used this response a total of 75 times or 10.2% of the total time. These responses were subsequently interpreted by the investigator

Table 5

Number of Recategorizations of Subjects'
Responses to C-Plan

Category	Open-Ended Responses	Mislabelled Choices	Additional Responses	Total
Kinds of Information				
Practical	30	13	25	68
Theoretical	8	7	22	37
Curriculum Categories	11	25	49	85
Sources of Information	16	5	11	32
Modes of Activity	10	0	3	13
TOTAL	75	50	110	235

on the basis of the written descriptions provided by the subjects
(Oberg, 1975).

Mislabelled choices. Mislabelled choices occurred in fifty
cases or 6.8% of the time. In these cases, an analysis of the C-Plan
Record Forms accompanying the computer program indicated that subjects
had made a choice that did not accurately reflect the information they
were describing. Where this occurred, choices were changed to coin-
cide with the more explicit written descriptions of the record forms.

Additional comments. In some cases, the written descriptions
in the C-Plan Record Forms contained more information than was indicated
by the computer program. In these cases, appropriate categories were
added to the existing responses to the computer program. A total of
110 additions was made by the researcher, amounting to 14.9% of the
original responses to C-Plan. As shown in Table 5, the majority of
these additions occurred in the curriculum categories subjects were
concerned about, and the kinds of information they considered.

In most cases, the written descriptions in the C-Plan Record
Forms provided a firm basis for recategorization of responses or
addition to existing responses. However, in relation to the kinds of
information subjects considered, certain criteria for interpretation
were necessary. These were adapted for C-Plan from the "Criteria for
Recategorizing Kinds of Information" used by Oberg (1975) and are
shown in Table 6.

Table 6

Criteria for Recategorizing Kinds of Information

Rationale	Category
Needed for the sake of evaluation, objectives or follow-up lessons	Theoretical: curricular
Appropriate for four and five year olds	Theoretical: psychological
Contributes to the learning of subject matter (skills and knowledge) appropriate in early childhood education	Theoretical: philosophical
Uses appropriate available resources and facilities	Practical: curricular
Consistent with the learning characteristics of the pupils concerned	Practical: psychological
Contributes to the learning of specific ideas and skills, actual curriculum content	Practical: philosophical

NOTE: Criteria were adapted for C-Plan from "Criteria for Recategorizing Kinds of Information" used by Oberg (1975).

Strategies Used by Subjects

Including the additions made by the researcher, the forty sub-
jects using C-Plan used a total of 846 choices in 184 cycles to explain
their planning. The average number of cycles for each subject was 4.6
cycles. The distribution of cycles per subject is shown in Table 7.

Modes of activity. Thirty-six subjects, or 90% of the subjects,
used more than one mode of activity to explain their planning. Of the
remaining four subjects, three subjects had used only one cycle in
C-Plan, and one subject used reflection in each of the six cycles she
used to explain her planning. Twenty-five subjects, or 62.5% of the
subjects, used the same mode of activity at least twice. Of the
remaining fifteen subjects, ten subjects were those who had used two
or fewer cycles to explain their planning.

Subjects reported that the activity which most frequently
characterized their planning was reflection. Of all the activities
they engaged in, subjects reported that they reflected 45.1% of the
time. The second most frequently used category was "Quest for addi-
tional information", which accounted for 15.2% of all activities.
This was followed by reading, verbal consultation and writing. Obser-
vation of pupil behaviour was the least used mode of activity.
Frequencies of all activity modes are shown in Table 8.

Sources of information. Thirty-eight subjects, or 95% of the
subjects, consulted more than one source during planning. The remaining
two subjects had used only one cycle to explain their planning.
Twenty-nine subjects, or 72.5% of the subjects, consulted the same
source at least twice. Of the remaining eleven subjects, ten were

Table 7

Number of Cycles Used by Subjects to
Explain Their Planning

Number of Cycles Used	Number of Subjects
1	3
2	7
3	7
4	3
5	5
6	5
7	5
8	3
9	1
10	0
11	1

Table 8

Frequency of Occurrence of
Modes of Activity

Number	Modes of Activity	Frequency	Percent
34	Reflect	83	45.1
21	Quest for Additional Information	28	15.2
15	Read Print Material	22	12.0
15	Consult Verbally	22	12.0
11	Write Something	19	10.3
7	Observe Pupils	10	5.4
	TOTAL	184	100.0

those subjects who had used two or fewer cycles to explain their planning.

The source of information most frequently consulted was the subjects' own professional knowledge and experience. This source was consulted 32.8% of the time.

The second most frequently consulted information source was the pupils for whom the plans were being made. This was followed in order of frequency by the library, curriculum guides and teacher manuals, and the former plans made by the subjects. These five sources of information accounted for 80% of the sources consulted. The frequency of occurrence of all sources of information consulted is shown in Table 9.

Curriculum categories. Thirty-eight subjects, or 95% of the subjects, referred to more than one curriculum category in explaining their plans. The remaining two subjects had used only one cycle to explain their planning. Twenty-eight subjects, or 70% of the subjects, referred to the same category at least twice. Of the twelve remaining subjects, eight subjects were among those using fewer than three cycles to explain their planning.

The three curriculum categories subjects were most concerned with were "Strategies", "Resources", and "Content". In 24.9% of their planning, subjects were attempting to gather information about the strategies to use. Resources accounted for 21.9% of subjects' concerns and content for 17.6%. In all, these three categories accounted for 64.4% of subjects' concerns. The amount of attention given to other categories is shown in Table 10.

Table 9

Frequency of Reference to Information Sources

Number	Sources of Information	Frequency	Percent
32	Myself	64	32.8
18	Pupils	25	12.8
17	Library	24	12.3
14	Guides and Manuals	22	11.3
15	Previous Plans	21	10.8
11	Fellow Teacher	15	7.7
11	Professional References	13	6.7
4	Open-ended Responses	4	2.1
3	ECS Consultants or Coordinators	3	1.5
2	Local Advisory Committee	2	1.0
2	Principal	2	1.0
0	Parents	0	0.0
0	University Professor	0	0.0
0	Reports	0	0.0
	TOTAL	195	100.0

Table 10

Frequency of Reference to Curriculum Categories

Number	Curriculum Category	Frequency	Percent
32	Strategies	58	24.9
31	Resources	51	21.9
26	Content	41	17.6
22	Pupils	30	12.9
17	Objectives	24	10.3
14	Planning	21	9.0
4	Self	5	2.1
3	Evaluation	3	1.3
	TOTAL	233	100.0

Kinds of information. Thirty-six subjects, or 90% of the subjects, used more than one kind of information in making their plans. Of the remaining four subjects, one subject had used only one cycle to explain her planning and used only practical psychological information. The other three subjects used two, three and four cycles respectively to explain their planning and relied solely on practical curricular information. Twenty-nine subjects, or 72.5% of the subjects, used the same kind of information at least twice. Of the remaining eleven subjects, eight had used two or fewer cycles to explain their planning.

The kind of information considered by most subjects most frequently, as shown in Table 11, was practical information about the curricular setting for which subjects were planning. Of second greatest concern was practical psychological information about the particular pupils for whom planning was carried out. Following these in frequency of consideration was practical philosophical information about the ideas and skills to be taught in early childhood programs. These three practical kinds of information accounted for 65.8% of the information considered.

The most frequently considered kind of theoretical information was philosophical information about the nature of competence for young children. This was followed by other theoretical considerations, as shown in Table 11.

Overall, there was considerably more attention given to practical than to theoretical information. Practical information was the focus of subjects' attention 66.2% of the time, while theoretical information was considered 33.8% of the time. Thirty subjects

Table 11

Frequency of Reference to Various Kinds of Information

Number	Kinds of Information	Frequency	Percent
32	Practical: curricular	71	30.7
29	Practical: psychological	50	21.7
19	Practical: philosophical	31	13.4
19	Theoretical: philosophical	27	11.7
16	Theoretical: curricular	22	9.5
14	Theoretical: psychological	17	7.4
10	Theoretical: sociological	12	5.2
1	Practical: sociological	1	.4
	TOTAL	231	100.0

considered both practical and theoretical information. Ten subjects considered only practical information while no subjects considered theoretical information solely. Of those subjects using more than the average 4.6 cycles to explain their planning, all made use of both practical and theoretical information.

Reactions to Use of C-Plan

Subjects were asked to describe their emotional reactions to the task of analyzing their curriculum planning processes through the use of a computer program. In the last two questions of C-Plan, they were asked to describe the feelings they had experienced while using C-Plan and their level of satisfaction with their performance on the computer program.

A majority of the subjects responded positively when describing the feelings they experienced while using C-Plan; sixty percent (60%) indicated they had felt "Interested" or "Confident" while using the computer program. Another 37.5% felt "Neutral" or "Uncertain" and 2.5% said they had felt "Apprehensive".

In describing their level of performance satisfaction, 52.5% of the subjects described themselves as "Satisfied" or "Somewhat Pleased" with their performances on the computer program. An additional 22.5% described their feelings as "Neutral" while another 25% indicated they were "Disappointed" or "Dissatisfied" with their performances.

Use of Themes in Curriculum Planning

An analysis of the curriculum plans of the subjects revealed that twenty-eight subjects, or 70% of the subjects, organized at least some of their plans around themes. Eighteen subjects, or 45% of the subjects, focused on a theme throughout their half day plans; that is, the content of at least two-thirds of the activities included in the plan or two-thirds of the time planned for was centered on a theme. In ten other plans, or 25% of the total, the part of the daily plan which was centered around a theme constituted less than two-thirds of the daily plan. In the remaining twelve plans, or 30% of the total, no use of themes was evident.

An analysis of the C-Plan record forms indicated that the eighteen subjects who used themes throughout the session used seventy-six cycles to explain their plans. Themes were referred to in fifty-two, or 68.4%, of the cycles. Those subjects who made partial use of themes referred to the theme in twenty-one cycles, or in 38.2% of the fifty-five cycles they used to explain their planning. The remaining twelve subjects used fifty-three cycles to explain their plans and made no mention of themes.

Approaches to Curriculum Planning

Further analysis of the C-Plan record forms in conjunction with the actual daily plans revealed that subjects used two main approaches in planning for a half day program. One approach focused on specific periods of time within the daily schedule they had developed for their classes. The other approach was to group a number of activities and

consider them together, or to consider the entire half day session as a whole. In the following sections, these two approaches to planning will be analyzed separately.

Planning for Specific Daily Time Periods

Twenty-nine of the forty subjects, or 72.5% of the subjects, focused on designated periods of time within the daily schedule in developing their plans (see sample record form in Appendix K). These twenty-nine subjects used 151 cycles to explain their planning, an average of 5.2 cycles per subject.

Use of themes. Eighteen subjects, or 62% of the subjects, planning for specific periods, used themes in developing their plans. Of these eighteen subjects, nine focused on a theme throughout the session and nine used a theme in only a portion of the daily plan. Eleven subjects, or 38% of the subjects, made no apparent use of a theme.

Patterns of planning. Subjects followed different patterns in explaining their plans. For the five subjects who used fewer than three cycles to explain their planning, four subjects used C-Plan to refer only to the teacher-directed periods of the day. The fifth subject made a general reference to the classroom situation as well as referring to the teacher-directed period. Fifteen subjects followed the time sequence of their daily schedules in explaining their planning. In the explanations provided by the nine remaining subjects, no apparent patterns of planning could be discerned.

<u>Daily periods selected for planning</u>. Subjects' attention was focused on some periods of the day more often than on others. Activities referred to in the C-Plan record forms and in the plans themselves were categorized by the investigator according to the categories found in Table 12. Definitions of these categories can be found in Appendix L.

Table 12 shows the kinds of periods that were present in the daily plans, the number of subjects who included the various periods in their plans, and the frequency with which the various periods occurred in the plans. It also shows the number of subjects who referred to the various periods while explaining their planning through C-Plan, and the frequency with which the periods were referred to in C-Plan. Percentages indicate the proportion of subjects who incorporated the various time periods into their plans and who also referred to them in the C-Plan program.

At least one self-directed activity period was included in all of the subjects' plans. Twenty-one of the twenty-nine subjects, or 72.4% of the subjects, referred to the self-directed activity period at least once in C-Plan. In all, there were thirty self-directed activity periods present in the twenty-nine plans. These were referred to thirty-three times in C-Plan, or an average of 1.1 times per lesson. Of these thirty-three references, eight or 24.2% were general references to the self-directed activity period, twenty or 60.6% were references to specific activities that were to take place during the self-directed activity period, and five or 15.2% were both general references and references to specific activities.

Table 12

Comparison of References to Specific Time Periods in Daily Plans and in C-Plan

Scheduled Periods	Number of Subjects			Number of Periods		
	Daily Plans	C-Plan	Percentage[b]	Daily Plans	C-Plan	Percentage[c]
Self-Directed Activity	29	21	72.4	30	33	110.0
Teacher Directed Oral Lesson	27	26	96.3	38	60	157.9
Teacher Directed Activity Lesson	15	14	93.3	17	19	111.8
Physical Education Period	19	12	63.2	19	14	73.7
Story Period	26	9	34.6	26	12	46.2
Music Lesson	20	12	60.0	20	14	70.0
Opening Group Session	27	5	18.5	27	5	18.5
Snack	26	5	19.2	26	5	19.2
Routines	29	7	24.1	29	7	24.1
Activities for Specific Children	6	5	83.3	8	7	87.5
General References	29[a]	10	34.5	29[a]	12	41.4

NOTE: N = 29.

[a] It was assumed that it was possible for all subjects to make a general reference to their daily plans.

[b] Percentages were calculated to show the percentage of subjects who made reference in C-Plan to the specific types of activities that were included in their daily plans.

[c] Percentages were calculated to show the percentage of the time periods included in the daily plans that were referred to in C-Plan.

Twenty-seven of the twenty-nine subjects had included a teacher-directed oral lesson in their plans. Twenty-six subjects, or 96.3% of these subjects, referred to the oral lesson at least once in C-Plan. In all, thirty-eight teacher-directed oral lessons were present in the twenty-seven plans, and these were referred to a total of sixty times by the twenty-six subjects. Each lesson, therefore, was referred to in C-Plan an average of 1.6 times.

Teacher-directed activity lessons were present in fifteen of the plans. Fourteen subjects, or 93.3%, referred to these in C-Plan. There were seventeen teacher-directed activity lessons present in the plans, and these were referred to nineteen times. Each of these lessons was therefore referred to an average of 1.1 times in C-Plan.

Twelve of the nineteen subjects, or 63.2% of the subjects, who had included physical education periods in their plans, referred to them in C-Plan. The nineteen physical education lessons present in the plans were referred to fourteen times or an average of .7 times each.

Twenty-six story periods were included in twenty-six of the plans and twenty music periods in twenty of the plans. Nine subjects, or 34.6% of the twenty-six who had included a story period in their plans, referred to it in C-Plan, and twelve subjects, or 60% of those who had a music period in their plans, made reference to it in C-Plan.

Twenty-seven subjects included a group session at the beginning of the day in their plans, but only five or 18.5% referred to this period in C-Plan. Similarly, only five or 19.2% of the twenty-six subjects, who had included a Snack period in their plans, referred to it in C-Plan. Although all plans indicated certain daily routines,

these were referred to by only seven subjects, or 24.1% of the subjects.
Six of the subjects included activities for specific children in their
plans, and five of these subjects referred to these activities in
C-Plan. Ten subjects, or 34.5% of the twenty-nine subjects, made one
or more general references to the day's plan as a whole.

Planning for General Situations

Eleven subjects, or 27.5% of the subjects, used a more general
approach to planning. They either grouped a number of activities and
considered them together or they planned for the entire half day
session as a whole (see sample record form in Appendix K). These
eleven subjects used thirty-three cycles in C-Plan to explain their
planning, an average of 3.0 cycles per subject.

Use of themes. Ten of the subjects using a general approach,
or 90.9% of these subjects, used themes in developing their plans.
Nine subjects organized their entire plans around their selected
themes. One subject used a theme in part of her plan; the remainder
of the plan was concerned with readiness activities, which were not
related to the theme. One subject made no use of a theme; her plan-
ning focused on the immediate needs and interests of her pupils.

Patterns of planning. A study of the C-Plan record forms
shows that the pattern of planning for the nine subjects using themes
was to take the chosen theme and plan as many daily activities as
possible around the topic of the theme. The one subject who made only
partial use of a theme in her actual plan by including readiness
activities unrelated to the theme, made no reference to these in

C-Plan. The explanation of her planning was similar to that of sub-
jects using themes extensively. The one subject who made no use of a
theme in her planning approached the planning task by attempting to
ascertain the immediate needs and interests of her pupils and then
planned activities to meet those needs and interests.

Completeness of Curriculum Planning

Subjects' curriculum plans were examined to determine common
types of activities included in the daily plans. It was found that
all subjects had included at least one teacher-directed lesson and one
self-directed activity period in their daily plans. The first teacher-
directed lesson and the first self-directed activity period in the
daily plans were selected for closer examination. Planning done for
these two time periods was considered to be representative of that
subjects' planning for the day.

A measure of a plan's completeness was obtained by determining
the presence of Objectives, Resources, Content, Strategies, and Evalua-
tion procedures in each of the above two time periods. Completeness
scores ranged from 10% to 80%. Most subjects were concerned with
Strategies, Content, and Resources. All plans (100%) included
references to Content, all but one (97.5%) included references to
Strategies, and 77.5% of the plans included references to Resources.
Only seven plans (17.5%) included any reference to Objectives, and
Evaluation procedures were mentioned in only two (5.0%) of the plans.

The results of this examination were then compared to data
gathered through C-Plan. Subjects' reports of their planning processes

were examined for references to the particular teacher-directed lessons and self-directed activity periods included in the daily plans. These references were then examined to determine the presence of Objectives, Resources, Content, Strategies, and Evaluation procedures in subjects' planning for these particular lessons and activities. Completeness scores ranged from 10% to 70%. Most subjects were concerned with the same three areas: 80% of the subjects referring to Strategies, 77.5% to Resources, and 65.0% to Content. Objectives were referred to by 42.5% of the subjects and Evaluation by 7.5% of the subjects.

Completeness scores for individual subjects' written daily plans were compared with completeness scores for their planning for the day according to subjects' self-analysis through C-Plan. A Pearson Product Moment Correlation Coefficient (r) was calculated to determine whether there was any relationship between these two measures. It was found that no significant relationship (r = .11) existed between the completeness of subjects' written daily plans and the completeness of subjects' planning for the day.

SCOPE OF SUBJECTS' PLANNING

Information regarding the scope of subjects' planning was obtained from responses to the Kindergarten Curriculum Planning Questionnaire. Responses provided information related to: (a) the curriculum content of subjects' programs, (b) the periods of time for which subjects planned their programs, and (c) the effect of adult involvement in the classroom on teacher planning.

Content

Sources of Information

Subjects were asked how often they consulted various kinds of sources when considering the content of kindergarten programs for periods of a week or longer. Table 13 presents the complete breakdown of subjects' responses regarding the sources they consulted.

The source used most frequently was the teachers' own professional knowledge and experience. Seventy-five percent of the subjects indicated they always used their own professional background as a source, while another 17.5% indicated they often used themselves as a source. The second most consulted source was the pupils for whom they were planning; 47.5% indicated they always took into consideration information about pupils, while another 47.5% indicated they often used this as an information source. All of the subjects indicated that they used these two sources at least some of the time.

All of the print sources, except for official reports, were the next most frequently consulted sources. In rank order, these were the library, professional references, guides and manuals, and the teachers' previous plans. As shown in Table 13, these were followed by reference to other human sources of knowledge and information.

Subject Areas

The rank order of the subject areas included by kindergarten teachers in their programs is shown in Table 14. Weightings were calculated by assigning values of 0 to 4 for each check, with "None" scored as 0, and "Great" scored as 4.

All teachers indicated they placed at least some emphasis on

Table 13

Rank Order of Information Sources Consulted by Kindergarten Teachers in Planning Programs for a Week or Longer

Source	Frequency N = 40					Percentage[c]			Weighting[d]
	1 Never	2 Seldom	3 Sometimes	4 Often	5 Always	Never/ Seldom	Sometimes	Often/ Always	
Myself	0	0	3	7	30	0.0	7.5	92.5	147
Pupils	0	0	2	19	19	0.0	5.0	95.0	137
Library	0	1	9	22	8	2.5	22.5	75.0	117
Professional References	1	6	14	17	2	17.5	35.0	47.5	93
Guides & Manuals[a]	1	6	16	13	4	17.5	40.0	42.5	93
Previous Plans	3	5	15	13	4	20.0	37.5	42.5	90
Fellow Teacher	1	7	18	13	1	20.0	45.0	35.0	86
Local Advisory Committee	3	10	18	8	1	32.5	45.0	22.5	74
Parents	5	12	18	5	0	42.5	45.0	12.5	63
ECS Consultant or[b] Coordinator	2	20	14	4	0	55.0	35.0	10.0	60
Principal	9	22	8	1	0	77.5	20.0	2.5	41
Official Reports	12	20	8	0	0	80.0	20.0	0.0	36
University Professor	28	7	3	2	0	87.5	7.5	5.0	19

NOTE: Rank order was determined by the weightings earned by the various sources.

[a] References to curriculum guides and teachers' manuals were combined.
[b] References to ECS consultants and coordinators were combined.
[c] Percentages were calculated by combining Columns 1 and 2 and Columns 4 and 5.
[d] Weightings were calculated by assigning values of 0 to 4 for each check, with "None" scored as 0, and "Great" as 4.

Table 14

Rank Order of Subject Areas Included by Kindergarten Teachers in Their Programs

Subject Area	Frequency					Percentage[a]			Weighting[b]
	1 None	2 Slight	3 Moderate	4 Considerable	5 Great	None/ Slight	Moderate	Considerable/ Great	
Language Arts	0	0	1	13	26	0.0	2.5	97.5	145
Art	0	1	7	16	16	2.5	17.5	80.0	127
Physical Education	0	2	7	22	9	5.0	17.5	77.5	118
Mathematics	0	0	13	21	6	0.0	32.5	67.5	113
Music	0	1	16	19	4	2.5	40.0	57.5	106
Social Studies	0	2	15	19	4	5.0	37.5	57.5	105
Science	0	4	26	10	0	10.0	65.0	25.0	86
Health and Safety	0	7	21	12	0	17.5	52.5	30.0	85

NOTE: N = 40 in all categories.

[a]Percentages were calculated by combining Columns 1 and 2 and Columns 4 and 5.

[b]Weightings were calculated by assigning values of 0 to 4 for each check, with "None" scored as 0 and "Great" as 4.

each of the subject areas. Language Arts and Mathematics received at
least moderate emphasis by all of the responding teachers. Language
Arts, with a weighting of 145, was the subject area most often con-
sidered of importance. Thirty-nine subjects, or 97.5% of the teachers,
indicated they placed considerable or great emphasis on the Language
Arts. Eighty percent of the subjects indicated they placed considerable
or great emphasis on Art in their programs. Art earned a weighting of
127. This was followed by Physical Education weighted at 118, and
Mathematics weighted at 113. Music, Social Studies, Science, and
Health and Safety followed in that order. The number and percentage
of teachers and the degree of emphasis attributed to various subject
areas are shown in Table 14.

Organization of Content

The varying degrees of emphasis ascribed to different methods
of organizing content for periods lasting a week or longer is shown in
Table 15. All subjects indicated they used themes, integrated subjects,
and skills and processes as organizing elements at least to some extent.
All but three of the subjects indicated they used separate subjects to
some extent as well.

Thirty-four subjects, or 85% of the subjects, indicated they
used themes to a considerable or great extent in organizing their
content. Another 12.5% indicated they made moderate use of themes,
leaving 2.5% who made only slight use of themes in organizing their
content. Themes, therefore, earned a weighting of 130. This was
followed by skills and processes and by integrated subjects, which
earned very similar weightings of 112 and 111, respectively.

Table 15

Amount of Emphasis Placed on Various Methods of Organizing Content
for Periods of a Week or Longer

Method of Organizing Content	Frequency					Percentage[a]			Weighting[b]
	1 None	2 Slight	3 Moderate	4 Considerable	5 Great	None/ Slight	Moderate	Considerable/ Great	
Themes	0	1	5	17	17	2.5	12.5	85.0	130
Skills and Processes	0	2	14	14	10	5.0	35.0	60.0	112
Integrated Subjects	0	5	9	16	10	12.5	22.5	65.0	111
Separate Subjects	2	9	16	9	4	27.5	40.0	32.5	84

NOTE: N = 40 for all categories.

[a]Percentages were calculated by combining Columns 1 and 2 and Columns 4 and 5.

[b]Weightings were calculated by assigning values of 0 to 4 for each check, with "None" scored as 0, and "Great" as 4.

Organization by separate subjects was the least used method of organizing content with a weighting of 84.

Sequencing of Content

Table 16 presents subjects' responses regarding the amount of emphasis placed on various considerations in sequencing content for periods of a week or longer. The level of development of the pupils was considered most important, with 95% of the subjects indicating they put considerable or great emphasis on this consideration.

The time of year received considerable or great emphasis from 82.5% of the subjects and the logical development of the subject matter by 77.5% of the subjects. Suggestions in a kindergarten guidebook did not play a large role in determining the sequencing of content in subjects' programs, receiving considerable or great emphasis from only 15% of the subjects.

Basis of Choice of Content

Various factors which were considered when choosing actual themes, subjects or processes to be taught are shown in Table 17. Pupils' interests and abilities were the two considerations rated most important in deciding the particular material to be taught. Pupils' abilities received considerable or great emphasis from 100% of the subjects, and pupils' interests from 95% of the subjects. All responding teachers indicated they placed at least moderate emphasis on pupils' interests and abilities.

The importance of learning for the present was given somewhat more emphasis than the importance of learning for the future.

Table 16

Amount of Emphasis Placed on Various Ways of Sequencing Content
for Periods of a Week or Longer

Ways of Sequencing Content	Frequency					Percentage[a]			Weighting[b]
	1 None	2 Slight	3 Moderate	4 Considerable	5 Great	None/ Slight	Moderate	Considerable/ Great	
Level of Development of Pupils	0	1	1	10	18	2.5	2.5	95.0	135
Time of Year (Seasons and Holidays)	0	2	5	20	13	5.0	12.5	82.5	124
Logical Development of Subject Matter	0	2	7	21	10	5.0	17.5	77.5	111
Suggestions in Kindergarten Guidebook	1	9	24	5	1	25.0	60.0	15.0	76

NOTE: N = 40 for all categories.

[a]Percentages were calculated by combining Columns 1 and 2 and Columns 4 and 5.

[b]Weightings were calculated by assigning values of 0 to 4 for each check, with "None" scored as 0 and "Great" as 4.

Table 17

Factors Affecting Choice of Particular Themes,
Subjects or Processes to be Taught

Factors Affecting Choice	Frequency					Percentage[a]			Weighting[b]
	1 None	2 Slight	3 Moderate	4 Considerable	5 Great	None/ Slight	Moderate	Considerable/ Great	
Pupils' Interests	0	0	2	21	17	0	5.0	95.0	135
Pupils' Abilities	0	0	0	27	13	0	0	100.0	133
Importance of Learning for the Present	0	1	6	22	11	2.5	15.0	82.5	123
Importance of Learning for the Future	0	2	9	22	7	5.0	22.5	72.5	114

NOTE: N = 40 for all categories.

[a]Percentages were calculated by combining Columns 1 and 2 and Columns 4 and 5.

[b]Weightings were calculated by assigning values of 0 to 4 for each check, with "None" scored as 0, and "Great" as 4.

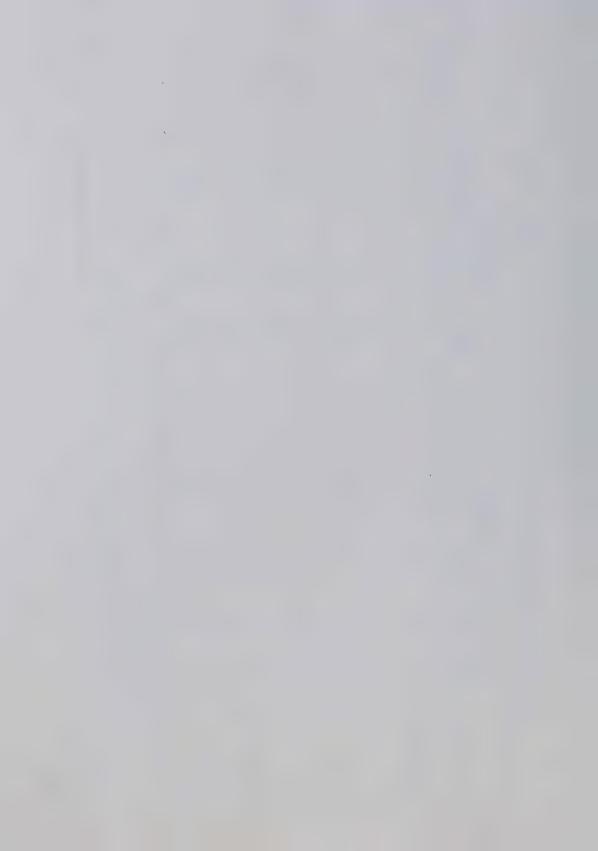Thirty-three subjects, or 82.5% of the subjects, indicated they put considerable or great emphasis on learning for the present situation, while learning for the future received considerable or great emphasis from 72.5% of the subjects.

Periods of Time

Time Periods for Which Subjects Planned

Table 18 shows the frequency and percentage of subjects who planned for the various time periods, as well as the extent to which subjects planned for each time period selected. Most subjects indicated that they made plans for the day, 95% saying they made daily plans at least some of the time. Twenty-nine subjects, or 72.5% of the subjects, indicated they always made daily plans; another 12.5% indicated they often made daily plans.

The next most common time period for which subjects planned was the week, 87.5% of the subjects indicating they made weekly plans at least sometimes, 70% often or always. Monthly plans were made by 77.5% of the subjects, but only 37.5% indicated they often or always planned for the month. Plans for the term or the year were made by 47.5% of the subjects, 27.5% indicating they often or always made yearly plans and 20% that they often or always planned for the term.

Importance of Curricular Concerns
for Various Time Periods

Tables 19 to 23 present the number and percentages of subjects' responses indicating the amount of emphasis they placed on various

Table 18

Frequency and Percentage of Respondents Who Planned for Various Time Periods

Time Period	Frequency					Percentage				
	Never	Seldom	Sometimes	Often	Always	Never	Seldom	Sometimes	Often	Always
Day	2	1	3	5	29	5.0	2.5	7.5	12.5	72.5
Week	5	0	7	14	14	12.5	0.0	17.5	35.0	35.0
Month	9	3	13	7	8	22.5	7.5	32.5	17.5	20.0
Term	21	7	4	3	5	52.5	17.5	10.0	7.5	12.5
Year	21	4	4	3	8	52.5	10.0	10.0	7.5	20.0

NOTE: N = 40 for all categories.

Table 19

Rank Order of Various Curricular Concerns in Teachers' Planning for the Day

Category	Frequency					Percentage[a]			Weighting[b]
	1 None	2 Slight	3 Moderate	4 Considerable	5 Great	None/ Slight	Moderate	Considerable/ Great	
Strategies	0	1	6	21	10	2.6	15.8	81.6	116
Content	1	1	8	19	9	5.3	21.1	73.7	110
Resources	0	5	14	9	10	13.2	36.8	50.0	100
Objectives	2	6	8	15	7	21.1	21.1	57.8	95
Evaluation	1	4	17	11	5	13.2	44.7	42.1	91

NOTE: Two subjects indicated they made no daily plans.
N = 38 for all categories.

[a]Percentages were calculated by combining Columns 1 and 2 and Columns 4 and 5.

[b]Weightings were calculated by assigning values of 0 to 4 for each check, with "None" scored as 0, and "Great" as 4.

Table 20

Rank Order of Various Curricular Concerns in Teachers' Planning for the Week

	Frequency					Percentage[a]			Weighting[b]
Category	1 None	2 Slight	3 Moderate	4 Considerable	5 Great	None/ Slight	Moderate	Considerable/ Great	
Content	0	1	6	18	10	2.9	17.1	80.0	107
Strategies	1	4	5	19	6	14.3	14.3	71.4	95
Resources	0	5	8	15	7	14.3	22.9	62.8	94
Objectives	0	5	11	15	4	14.3	31.4	54.3	88
Evaluation	1	5	14	11	4	17.1	40.0	42.9	82

NOTE: Five subjects indicated they made no plans on a weekly basis.
N = 35 for all categories.

[a]Percentages were calculated by combining Columns 1 and 2 and Columns 4 and 5.

[b]Weightings were calculated by assigning values of 0 to 4 for each check, with "None" scored as 0, and "Great" as 4.

Table 21

Rank Order of Various Curricular Concerns in Teachers' Planning for the Month

Category	Frequency					Percentage[a]			Weighting[b]
	1 None	2 Slight	3 Moderate	4 Considerable	5 Great	None Slight	Moderate	Considerable/ Great	
Objectives	0	3	7	10	11	9.7	22.6	67.7	97
Content	0	3	12	11	5	9.7	38.7	51.6	80
Resources	1	4	12	7	7	16.1	38.7	45.2	77
Evaluation	2	7	11	6	5	29.0	35.5	35.5	67
Strategies	1	12	6	9	3	41.9	19.4	38.7	63

NOTE: Nine subjects indicated they made no plans on a monthly basis. N = 31 for all categories.

[a]Percentages were calculated by combining Columns 1 and 2 and Columns 4 and 5.

[b]Weightings were calculated by assigning values of 0 to 4 for each check, with "None" scored as 0, and "Great" as 4.

Table 22

Rank Order of Various Curricular Concerns in Teachers' Planning for the Term

Category	Frequency					Percentage[a]			Weighting[b]
	1 None	2 Slight	3 Moderate	4 Considerable	5 Great	None Slight	Moderate	Considerable/ Great	
Objectives	0	2	3	5	9	10.5	15.8	73.7	59
Content	2	5	2	8	2	36.9	10.5	52.6	41
Resources	1	9	3	3	3	52.6	15.8	31.6	36
Evaluation	5	5	5	2	2	52.6	26.3	21.1	29
Strategies	5	10	1	2	1	78.9	5.3	15.8	22

NOTE: Twenty-one subjects indicated they made no plans covering an entire term. N = 19 for all categories.

[a]Percentages were calculated by combining Columns 1 and 2 and Columns 4 and 5.

[b]Weightings were calculated by assigning values of 0 to 4 for each check, with "None" scored as 0, and "Great" as 4.

Table 23

Rank Order of Various Curricular Concerns in Teachers' Planning for the Year

Category	Frequency					Percentage[a]			Weighting[b]
	1 None	2 Slight	3 Moderate	4 Considerable	5 Great	None Slight	Moderate	Considerable/ Great	
Objectives	0	2	2	7	8	10.5	10.5	79.0	59
Content	1	7	4	4	3	42.1	21.1	36.8	39
Evaluation	4	4	3	7	1	42.1	15.8	42.1	35
Resources	6	5	2	3	3	57.9	10.5	31.6	30
Strategies	9	7	0	1	2	84.2	0	15.8	18

NOTE: Twenty-one subjects indicated they made no plans on a yearly basis.

[a]Percentages were calculated by combining Columns 1 and 2 and Columns 4 and 5.

[b]Weightings were calculated by assigning values of 0 to 4 for each check, with "None" scored as 0, and "Great" as 4.

curricular concerns in planning for the various time periods. These findings are summarized in Table 24. Weightings were calculated for the curriculum categories by assigning values of 0 to 4 for each check, with "None" scored as 0, and "Great" as 4.

In making daily plans, the thirty-eight subjects indicated that they considered the determination of Strategies to be the most important curricular concern followed by Content, Resources, Objectives and Evaluation, in that order. In making weekly plans, the ranking of Strategies and Content was reversed. The determination of Content was ranked first, followed by Strategies, Resources, Objectives, and Evaluation.

In making plans for the month and the term, the rank order of the various curriculum categories was identical. The formulation of Objectives was ranked first, followed by Content, Resources, Evaluation and Strategies. In making yearly plans, the rank order differed from that of the month and term for only two of the curriculum categories. The rank order of Resources and Evaluation was reversed. The formulation of Objectives was again ranked first, followed by Content, Evaluation, Resources, and Strategies.

Table 24 summarizes the information regarding the importance of the various curricular concerns. It presents the ranking of the curriculum categories in the various time periods. Rankings are based on the weightings of the curriculum categories within the various time periods. In Table 24, it can be seen that the rank order of the various curriculum categories varies for the different time periods.

Table 24

Ranking of Curriculum Categories for Various Time Periods

Category	Day (N=38)	Week (N=35)	Month (N=31)	Term (N=19)	Year (N=19)
Strategies	1	2	5	5	5
Content	2	1	2	2	2
Objectives	4	4	1	1	1
Resources	3	3	3	3	4
Evaluation	5	5	4	4	3

NOTE: Rankings are based on the weightings of the curriculum categories within the various time periods.

The determination of Strategies was the most important consideration in planning for the day, with 81.6% of the subjects indicating it received considerable or great emphasis in their daily plans. In planning for the week, Strategies became the second most important category, 71.4% giving it considerable or great emphasis. For the other time periods, designating Strategies was considered the least important curricular concern; 38.7% indicated it received considerable or great emphasis in their monthly plans, and only 15.8% indicated they put considerable or great emphasis on Strategies in their plans for the term or year.

Content was considered the most important curriculum category in making weekly plans, 80% of the subjects giving it considerable or great emphasis. For all of the other time periods, the determination of Content ranked second in importance, receiving considerable or great emphasis from 73.7% of the subjects in planning for the day, 51.6% for the month, 52.6% for the term, and 36.8% for the year.

The formulation of Objectives was ranked first among curricular concerns in planning for the month, term and year, receiving considerable or great emphasis from 67.7% of the subjects in planning for the month, from 73.7% in planning for the term and from 79.0% in planning for the year. In making daily or weekly plans, Objectives was ranked fourth or next to last in importance. The formulation of Objectives received considerable or great emphasis from 57.9% of the subjects in planning for the day and from 54.3% in planning for the week.

The specification of the Resources to be used was ranked third in importance by subjects in making plans for the day, week, month and

term, and fourth in making yearly plans. Fifty percent indicated they put considerable or great emphasis on specifying Resources in planning for the day, 62.9% in planning for the week, 45.2% in planning for the month, 31.6% for the term and 31.6% in planning for the year.

The Evaluation of pupils' progress was ranked fifth or last by subjects in making daily and weekly plans, 42.1% placing considerable or great emphasis on Evaluation in daily planning and 42.9% in weekly planning. Evaluation was ranked fourth by subjects in planning for the month or term, receiving considerable or great emphasis from 35.5% of the subjects in planning for the month and from 21.1% in planning for the term. In making yearly plans, Evaluation was ranked third, 42.1% of the subjects placing considerable or great emphasis on Evaluation in planning for the year.

Adult Involvement

Kinds of Adult Involvement

Thirty-nine subjects, or 97.5% of the subjects, indicated that other adults assisted them in their classrooms. Nineteen subjects, or 47.5% of the subjects, had teacher aides and thirty-three subjects, or 82.5% of the subjects, worked with volunteers in their classrooms. Thirteen subjects, or 32.5% of the subjects, had both teacher aides and volunteers assisting them.

Of the nineteen subjects with teacher aides, seventeen subjects had teacher aides available to them on a full-time basis. Two subjects had regular part-time use of an aide each daily session. Eighteen of the nineteen subjects with teacher aides said they gave considerable or

great consideration to the aide's involvement in the classroom when planning their programs. The remaining subject was one of the teachers who had the services of an aide available for part of the daily session, and she rated consideration of the aide's involvement as moderate.

Of the thirty-three subjects using volunteers in the classroom, fifteen subjects, or 45.5% of the subjects, said they often or always used volunteers for the entire half day session in their classrooms. Seven of the fifteen subjects indicated they gave considerable or great consideration to volunteer involvement in their classrooms; five subjects gave volunteer involvement moderate consideration, and three subjects gave volunteer involvement only slight or no consideration in their planning.

An additional six subjects, or 18.1% of those subjects using volunteers, indicated they used volunteers often or always, but for only part of the daily session. Of these six subjects, three subjects gave considerable or great consideration, two subjects gave moderate consideration, and one subject gave only slight consideration to the volunteers' involvement during planning.

The remaining twelve subjects used volunteers occasionally for either the entire half day session or for part of the session. Of these twelve subjects, six gave considerable or great consideration to volunteer involvement, three subjects gave moderate consideration to volunteer involvement and three subjects gave only slight consideration to volunteer involvement during planning.

Of all subjects using volunteers, sixteen indicated they gave considerable or great consideration to volunteer involvement, ten

subjects gave moderate consideration to volunteer involvement, six subjects gave slight consideration and one subject gave no consideration to volunteer involvement during planning.

Involvement of Adults in
the Planning Process

Table 25 shows the amount of planning teachers did individually and with others for various time periods. Subjects indicated that most of their planning was done individually. All of the subjects, or 100% of the thirty-eight subjects who made daily plans, indicated that they worked individually to a considerable or great extent when planning for the day. Thirty-nine subjects indicated that they made short-range plans; thirty-seven subjects, or 94.9% of these subjects, indicated that in making short range plans, they worked individually to a considerable or great extent. Of the thirty-five subjects making long range plans, thirty-one subjects, or 88.6% of the subjects, planned individually to a considerable or great extent.

Where subjects worked with teacher aides, the aide was the adult most likely to be involved in both daily planning and short range planning. Few adults other than the teacher aide were involved in making daily plans. Fellow teachers were the only other persons said to be involved more than moderately by any of the subjects. In making short range plans, fellow teachers were again the most likely persons to be involved next to the teacher aides. In short range planning, there was somewhat more involvement by the Local Advisory Committee and by supervisory personnel than there was in daily planning. Frequencies and percentages showing the involvement of the above persons

Table 25

Amount of Planning by Kindergarten Teachers Individually and With Others for Various Time Periods

Persons Involved	N^a	FREQUENCY					PERCENTAGE^b		
		None	Slight	Moderate	Considerable	Great	None/ Slight	Moderate	Considerable/ Great
Long Range Planning									
Teacher, Individually	35	0	0	4	6	25	0.0	11.4	88.6
Fellow Teacher	35	9	11	9	3	3	57.2	25.7	17.1
LAC (Local Advisory Committee)	35	6	9	14	5	1	42.9	40.0	17.1
Supervisory Personnel	35	9	19	5	2	0	80.0	14.3	5.7
Teacher Aide	17	3	5	7	1	1	47.1	41.2	11.7
Short Range Planning									
Teacher, Individually	39	0	0	2	6	31	0.0	5.1	94.9
Fellow Teacher	39	8	14	9	7	1	56.4	23.1	20.5
LAC (Local Advisory Committee)	39	10	16	11	2	0	66.7	28.2	5.1
Supervisory Personnel	39	19	14	5	1	0	84.6	12.8	2.6
Teacher Aide	18	0	7	4	6	1	38.9	22.2	38.9
Daily Planning									
Teacher, Individually	38	0	0	0	5	33	0.0	0.0	100.0
Fellow Teacher	38	13	15	7	3	0	73.7	18.4	7.9
LAC (Local Advisory Committee)	38	22	13	3	0	0	92.1	7.9	0.0
Supervisory Personnel	38	24	11	3	0	0	92.1	7.9	0.0
Teacher Aide	19	0	3	12	3	1	15.8	63.2	21.0

^{a}Not all respondents made plans for all time periods. Therefore the number of respondents varies for each time period. Only nineteen of the respondents had teacher aides. Therefore the N for Teacher Aide varies from the N for the other categories.

^{b}Percentages were calculated for the number of respondents placing a check in the None and Slight columns, in the Moderate column, and in the Considerable and Great columns.

in planning are shown in Table 25.

Other adults were most likely to be involved in the planning process in making long range plans. The Local Advisory Committee was the most involved in long range planning, 57.1% of the subjects indicating that they were at least moderately involved. Fellow teachers were said to be involved at least moderately by 42.8% of the subjects making long range plans. Of the seventeen subjects with teacher aides who made long range plans, two subjects indicated considerable or great involvement and seven subjects indicated moderate involvement by the teacher aide in long range planning. Seven subjects indicated at least moderate involvement on the part of supervisory personnel.

Effect of Adult Involvement
on Teachers' Planning

Determination of the duties of the teacher aide. Table 26 shows the responses of the nineteen subjects who worked with teacher aides, regarding the extent of involvement of various persons in determining the duties of the teacher aide. For both the determination of the regular duties of the teacher aide and the specific activities the aide was to be involved in during a particular session, all of the subjects, or 100% of the subjects, who had aides, indicated they were themselves involved to a considerable or great extent.

The aides, themselves, were the other adults most likely to be involved. In determining the aide's regular duties, 52.6% of the subjects indicated considerable or great involvement on the part of the aide. In determining specific duties of the aide, 63.2% of the

Table 26

Extent of Involvement of the Kindergarten Teacher and Others in
Determining the Duties of the Teacher Aide

Persons Involved	FREQUENCY					PERCENTAGE[a]			Weighting[b]
	1 None	2 Slight	3 Moderate	4 Considerable	5 Great	None Slight	Moderate	Considerable/ Great	
Regular Duties of the Teacher Aide									
Kindergarten Teacher	0	0	0	3	16	0.0	0.0	100.0	73
Teacher Aide	1	1	7	5	5	10.5	36.9	52.6	50
Principal	5	9	2	2	1	73.7	10.5	15.8	23
LAC (Local Advisory Committee)	10	6	3	0	0	84.2	15.8	0.0	12
Other Teachers	19	0	0	0	0	100.0	0.0	0.0	0
Specific Duties of the Teacher Aide for a Particular Session									
Kindergarten Teacher	0	0	0	2	17	0.0	0.0	100.0	74
Teacher Aide	2	1	4	9	3	15.8	21.0	63.2	48
Principal	9	8	1	1	0	89.4	5.3	5.3	13
LAC (Local Advisory Committee)	12	6	1	0	0	94.7	5.3	0.0	8
Other Teachers	19	0	0	0	0	100.0	0.0	0.0	0

NOTE: Nineteen of the respondents had teacher aides. N = 19.

[a] Percentages were calculated by combining Columns 1 and 2 and Columns 4 and 5.

[b] Weightings were calculated by assigning values of 0 to 4 for each check, with "None" scored as 0 and "Great" as 4.

subjects indicated the aides themselves were involved to a considerable or great extent.

The principal was said to be involved to a considerable or great extent by three subjects, or 15.8%, in determining the regular duties and by one subject, or 5.3%, in determining the specific duties of the aide. Moderate involvement on the part of the Local Advisory Committee was indicated by some subjects, but none indicated considerable or great involvement. Other teachers within the school were in no way involved by any of the subjects. The complete breakdown of subjects' responses regarding the persons involved in determining the duties of the teacher aide is shown in Table 26.

Determination of the duties of the volunteer. Table 27 shows the responses of the thirty-three subjects who had volunteers assisting them in their classrooms, regarding the extent of involvement of various persons in determining the duties of the volunteer. All of the subjects indicated that they were themselves involved to a considerable or great extent in determining the volunteer's duties both on a regular basis and for a particular session.

The volunteers themselves were involved to a considerable or great extent in determining their regular duties according to thirteen subjects, or 39.4% of the subjects. Ten subjects, or 30.3% of the subjects, indicated that volunteers were involved to a considerable or great degree in determining their duties for a particular session.

In determining the regular duties of the volunteer, considerable or great involvement was indicated by six subjects, or 18.2% of the subjects, for the Local Advisory Committee; by three subjects, or

Table 27

Extent of Involvement of the Kindergarten Teacher and Others in
Determining the Duties of the Volunteer

Persons Involved	FREQUENCY					PERCENTAGE[a]			Weighting[b]
	1 None	2 Slight	3 Moderate	4 Considerable	5 Great	None/ Slight	Moderate	Considerable/ Great	
Regular Duties of the Volunteer									
Kindergarten Teacher	0	0	0	4	29	0.0	0.0	100.0	128
Volunteer	1	10	9	12	1	33.3	27.3	39.4	68
LAC (Local Advisory Committee)	6	12	9	5	1	54.5	27.3	18.2	49
Principal	13	14	3	2	1	81.8	9.1	9.1	30
Other Teachers	29	2	1	1	0	94.0	3.0	3.0	7
Specific Duties of the Volunteer for a Particular Session									
Kindergarten Teacher	0	0	0	6	27	0.0	0.0	100.0	126.
Volunteer	2	6	15	6	4	24.2	45.5	30.3	70
LAC (Local Advisory Committee)	14	7	9	2	1	63.6	27.3	9.1	35
Principal	19	11	2	1	0	90.9	6.1	3.0	18
Other Teachers	28	3	1	1	0	94.0	3.0	3.0	8

NOTE: Seven subjects indicated they had no volunteers involved in their programs.
N = 33 for all categories.

[a] Percentages were calculated by combining Columns 1 and 2 and Columns 4 and 5.

[b] Weightings were calculated by assigning values of 0 to 4 to each check, with "None" scored as 0, and "Great" as 4.

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9.1 of the subjects, for the principal; and by one subject, or 3.0%
of the subjects, for other teachers in the school. In determining
the volunteer's duties for a particular session, three subjects
indicated considerable or great involvement by the Local Advisory
Committe, one subject indicated considerable involvement by the
principal and one subject indicated considerable involvement by other
teachers in the school. The number of subjects who indicated slight
or moderate involvement of the various persons is shown in Table 27.

Table 28 summarizes the information regarding the extent of
involvement by other persons in determining both the regular and
specific duties of both the teacher aide and the volunteer.

Considerations in determining duties of assisting adults.
Table 29 presents the rank order of the various influences on the
subjects in determining the duties of the teacher aide and the volun-
teer. In determining the duties of the teacher aide, subjects were
most influenced by the needs of individual children in their class-
rooms. All of the nineteen subjects who had teacher aides indicated
that this concern had considerable or great influence on them in
determining the aide's duties. This was followed closely by the
abilities of the teacher aide, the physical needs of the classroom,
the needs of the children as a group and the interests of the aide.
The amount of consideration given these various concerns is shown in
Table 29.

In determining the duties of the volunteer, the abilities of
the volunteer and the physical needs of the classroom resulted in
identical weightings. Twenty-seven of the thirty-three subjects who

Table 28

Percentage of Persons Who Were Involved to a Considerable
or Great Extent in Determining the Duties of
the Teacher Aide and the Volunteer

Persons Involved	Teacher Aide[a]		Volunteer[b]	
	Regular Duties	Specific Duties	Regular Duties	Specific Duties
Kindergarten Teacher	100.0	100.0	100.0	100.0
Teacher Aide	52.6	63.2	--	--
Volunteer	--	--	39.4	30.3
Principal	15.8	5.3	9.1	9.1
LAC	0.0	0.0	18.2	3.0
Other Teachers	0.0	0.0	3.0	3.0

[a]Nineteen of the respondents had a teacher aide. N=19.

[b]Thirty-three of the respondents used volunteers. N=33.

Table 29

Extent of Various Influences on the Kindergarten Teacher in Determining the
Duties of the Teacher Aide and the Volunteer

Influences	FREQUENCY					PERCENTAGE[c]			Weighting[d]
	1 None	2 Slight	3 Moderate	4 Considerable	5 Great	None/ Slight	Moderate	Considerable/ Great	
Duties of the Teacher Aide[a]									
Needs of Individual Children	0	0	0	10	9	0.0	0.0	100.0	66
Abilities of the Aide	0	0	5	5	9	0.0	26.3	73.7	61
Physical Needs of Classroom	0	1	3	7	8	5.3	15.8	78.9	60
Needs of Children as a Group	0	1	3	8	7	5.3	15.8	78.9	59
Interests of the Aide	0	2	7	3	7	10.5	36.9	52.6	53
Duties of the Volunteer[b]									
Abilities of the Volunteer	0	2	4	17	10	6.1	12.1	81.8	101
Physical Needs of Classroom	0	3	3	16	11	9.1	9.1	81.8	101
Needs of Individual Children	1	2	7	9	14	9.1	21.2	69.7	99
Interests of the Volunteer	0	4	9	14	6	12.1	27.3	60.6	98
Needs of Children as a Group	0	3	11	9	10	9.1	33.3	57.6	92

[a] Nineteen of the respondents had teacher aides. N = 19.
[b] Thirty-three of the respondents used volunteers. N = 33.
[c] Percentages were calculated by combining Columns 1 and 2 and Columns 3 and 4.
[d] Weightings were calculated by assigning values of 0 to 4 for each check, with "None" scored as 0 and "Great" as 4.

worked with volunteers, or 81.8% of the subjects, indicated that these
two considerations exerted considerable or great influence on them in
deciding the duties of the volunteers. These considerations were
followed closely by the needs of individual children, the interests
of the volunteers, and the needs of the children as a group. The extent
of influence of these considerations is presented in Table 29.

Comparison of Results from the
Questionnaire and the Interview

Interviews were conducted with ten of the forty subjects taking
part in the study. The interview items paralleled the items on the
Kindergarten Curriculum Planning Questionnaire. For each subject inter-
viewed, data gathered in the interview were compared to data from the
questionnaire.

Values of 1 to 3 were assigned to each item in the questionnaire
and in the interview. In the questionnaire, a value of 1 was assigned
for each check in the "Never" or "Seldom" columns, checks in the
"Sometimes" column were assigned a value of 2, and checks in the "Often"
or "Always" columns were assigned a value of 3. Results from the
interview were scored according to the "Criteria for Categorizing
Information from Interviews" described in Table 30. Discrepancy scores
were then calculated for each subject for each item by subtracting
scores for each item on the questionnaire from scores for identical
items on the interview. These discrepancy scores are shown in Appendix
M. Discrepancy score totals were calculated for each item by adding
all subjects' discrepancy scores for each item, disregarding plus and
minus signs. Discrepancy score totals for each item are shown in

Table 30

Criteria for Categorizing Information from Interviews

Key Words	Assigned Category
no mention slightly very little seldom not much	None/Slight (1)
occasionally incidentally sometimes	Moderate (2)
quite a bit often considerably all the time always	Considerable/Great (3)

Tables 31, 32, and 33. Discrepancy score totals were also calculated
for each subject by adding discrepancy scores for all items for each
subject, disregarding plus and minus signs. Discrepancy score totals
for each subject are shown in Table 34.

SUMMARY

In this chapter, findings relating to each of the research
questions were discussed. Findings were reported in terms of frequency
counts, percentages, weightings and rank ordering of responses. Results
were categorized under two main headings; the first section dealt with
the processes involved in planning and the second section dealt with the
scope of planning.

In the first section, the processes involved in making daily
plans were discussed. Most subjects reported that they engaged in
several kinds of activities when planning their programs; reflection
was the activity most frequently reported. More than one source was
consulted by 95% of the subjects, subjects citing themselves and their
pupils as the most frequently consulted sources. The curriculum
categories subjects were most frequently concerned with were "Strate-
gies", "Resources", and "Content"; these three categories accounted
for 64.4% of subjects' concerns. The kind of information subjects
used in making their plans was for the most part (66.2%) practical in
nature. Practical curricular information was most often used, followed
by practical psychological and philosophical information.

It was also found that a majority of subjects (70%) organized
at least a portion of their plan around a theme. Two main approaches

Table 31

Discrepancy Score Totals for Each Item in the "Content" Section of the Questionnaire and the Interview

Questionnaire/Interview Item	Total Discrepancy Score[a]	Questionnaire/Interview Item	Total Discrepancy Score[a]
Sources		**Content Organization**	
guides and manuals	9	subject areas	1
reports	0	skills and processes	4
previous plans	6	themes	0
library	2		
professional references	6	**Basis of Choice**	
principal	1	pupils' interests	1
self	1	pupils' abilities	2
fellow teacher	3	present learning	4
university professor	0	future learning	4
parents	2		
Local Advisory Committee	4	**Sequencing**	
ECS coordinator/consultant	3	logic of subject matter	5
pupils	3	child development	0
		time of year	1
Subject Areas		guidebook	2
Language Arts	1		
Mathematics	4		
Science	1		
Social Studies	3		
Music	3		
Art	4		
Health & Safety	3		
Physical Education	6		

NOTE: For further expansion of the Questionnaire/Interview items, see copies of the Kindergarten Curriculum Planning Questionnaire and the Interview Schedule in Appendices H and J.

[a]Discrepancy score totals were calculated for each item by adding discrepancy scores of all subjects for each item, disregarding plus and minus signs.

Table 32

Discrepancy Score Totals for Each Item in the "Time Periods" Section of the Questionnaire and the Interview

Questionnaire/Interview Item	Total Discrepancy Score[a]	Questionnaire/Interview Item	Total Discrepancy Score[a]
Written Plans		**Month**	
day	2	objectives	4
week	4	resources	2
month	6	content	1
term	5	strategies	7
year	7	evaluation	3
Day		**Term**	
objectives	2	objectives	0
resources	6	resources	0
content	1	content	3
strategies	4	strategies	0
evaluation	2	evaluation	0
Week		**Year**	
objectives	2	objectives	0
resources	2	resources	0
content	1	content	3
strategies	5	strategies	0
evaluation	4	evaluation	0

NOTE: For further expansion of the Questionnaire/Interview items, see copies of the Kindergarten Curriculum Planning Questionnaire and the Interview Schedule in Appendices H and J.

[a] Discrepancy score totals were calculated for each item by adding discrepancy scores of all subjects for each item, disregarding plus and minus signs.

Table 33

Discrepancy Score Totals for Each Item in the "Adult Involvement" Section
of the Questionnaire and the Interview

Questionnaire/Interview Item	Total Discrepancy Score[a]
Teacher Aide	
full-time	0
half day	0
Volunteer	
full-time	0
half day	0
Teacher Consideration of	
teacher aide	0
volunteer	1
Long Range Planning	
individually	1
fellow teacher	3
teacher aide	1
Local Advisory Committee	3
supervisors	2
Short Range Planning	
individually	0
fellow teacher	0
teacher aide	2
Local Advisory Committee	1
supervisors	1
Daily Planning	
individually	0
fellow teacher	1
teacher aide	1
Local Advisory Committee	0
supervisors	1

Questionnaire/Interview Item	Total Discrepancy Score[a]
Regular Duties of Aide	
you	0
other teachers	0
aide	2
Local Advisory Committee	0
principal	1
Specific Duties of Aide	
you	0
other teachers	0
aide	2
Local Advisory Committee	0
principal	1
Aide - Considerations	
classroom	1
group	1
individuals	0
aide abilities	0
aide interests	0
Regular Duties of Volunteer	
you	0
other teachers	0
volunteer	1
Local Advisory Committee	1
principal	1
Specific Duties of Volunteer	
you	0
other teachers	3
volunteer	2
Local Advisory Committee	0
principal	
Volunteer - Considerations	
classroom	1
group	2
individuals	2
aide abilities	0
aide interests	3

NOTE: For further expansion of the Questionnaire/Interview items, see copies of the Kindergarten
Curriculum Planning Questionnaire and the Interview Schedule in Appendices H and J.

[a]Discrepancy score totals were calculated for each item by adding discrepancy scores of all subjects
for each item, disregarding plus and minus signs.

Table 34

Discrepancy Score Totals for Each Subject

Subjects	Discrepancy Score Totals
1	17
2	18
3	23
4	16
5	25
6	19
7	23
8	24
9	15
10	24

NOTE: Discrepancy score totals were calculated by
adding the discrepancy scores on 113 items
for each subject, disregarding plus and minus
signs. Total possible discrepancy score for
each subject = 339.

to planning were found; the specific approach focused on designated periods of time within the daily session; the general approach considered a number of activities together.

The completeness of the written daily plans was compared to the completeness of the planning processes as described in C-Plan. No significant relationship was found.

In the second section of the chapter, the scope of subjects' planning with regard to content, periods of time, and adult involvement was discussed. The two main sources of information subjects reported consulting when planning for longer periods of time were themselves and their pupils. Print sources were the next most frequently consulted, followed by other human sources.

Subjects were asked about the content of their programs. All responding teachers indicated they placed at least some emphasis on each of the subject areas; Language Arts was the subject area most often considered of great importance. The main method of organizing content was through the use of themes, although subjects also used skills and processes, and subject areas as organizing elements. In sequencing content, the level of development of the pupils was the main consideration, followed by the time of year and the logical development of subject matter.

When asked about the time periods for which they planned, it was found that a majority of the subjects made written plans for the day and the week, with fewer subjects making plans for the month, term, and year. Rank order of curricular concerns varied considerably for the various time periods, with "Strategies" and "Content" considered

most important in daily and weekly planning, and "Objectives" taking on more importance in longer range planning.

With regard to adult involvement in their classrooms, thirty-nine of the forty subjects reported having other adults assisting them in their classrooms. Nineteen subjects had teacher aides and thirty-three subjects worked with volunteers. Most planning was done individually by the responding teachers, with teacher aides and fellow teachers sometimes involved.

The duties of the teacher aides and the volunteers were determined to a large extent by the kindergarten teachers, with the aides and volunteers themselves involved to some extent. Principals were involved to some extent in determining the duties of the teacher aides, especially the regular duties, and the Local Advisory Committee played a similar role in deciding volunteers' duties. Subjects reported they were most influenced by the needs of individual children in determining the duties of the teacher aide, although other considerations also played an important part. In determining the duties of the volunteer, the abilities of the volunteer and the physical needs of the classroom were the two most important considerations.

In the last part of the section, results from the Kindergarten Curriculum Planning Questionnaire and the personal interviews were compared and discrepancy scores reported.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS
FOR FURTHER RESEARCH

The study was designed to describe the curriculum planning practices of a group of kindergarten teachers. Curriculum planning practices were investigated with regard to: (a) the curriculum planning processes used by preschool teachers in developing their plans, and (b) the scope of teachers' curriculum planning.

This chapter is divided into four major sections. Following a summary of the study, there is a discussion of the results. In the third section, the conclusions which have been drawn from the findings are presented. The fourth section focuses on the implications this study may have for the theory and practice of curriculum development in preschools and presents recommendations for further research.

Summary of Procedures and Findings

This study was undertaken because of certain criticism levelled at teachers of traditional preschool programs for their lack of planning. Despite such criticism and the mass of literature which is accumulating regarding how curriculum ought to be developed, little is known about the way this professional task is actually performed by preschool teachers at the classroom level. This study, therefore, was designed to gather data about the actual planning practices of a group of kindergarten teachers.

Two main research problems were formulated. First, the curri-
culum planning processes used by preschool teachers in developing their
plans were investigated by analyzing: (a) the sources consulted by
teachers, (b) the kinds of information teachers used as a basis for
their plans, (c) the purpose or curriculum category for which inform-
ation was sought, and (d) the procedures teachers followed in developing
their plans. The second research question was concerned with the scope
of teachers' curriculum planning with regard to: (a) the content of
their programs, (b) the time periods for which they make plans, and
(c) the effect of adult assistants on teachers' planning.

Design

Three instruments were used to gather data on teachers' curri-
culum planning: (a) C-Plan, a computer-assisted program, (b) the
Kindergarten Curriculum Planning Questionnaire, and (c) an interview
schedule. C-Plan is a computer-assisted program adapted from L-Plan
(Oberg, 1975) for use by preschool teachers. It is designed to gather
data about the curriculum planning processes of preschool teachers by
guiding them in the retrospective self-analysis of their curriculum
planning. The Kindergarten Curriculum Planning Questionnaire was
designed especially for this study to gather data about the scope of
teachers' planning. Items in the questionnaire were developed on the
basis of recommendations regarding curriculum planning derived from
the literature on early childhood education. The interview was intended
to verify respondents' data from the questionnaire. An interview
schedule consisting of items paralleling items on the questionnaire was
devised to guide the researcher during the interviews.

Subjects participating in the study were kindergarten teachers employed by the Edmonton Public School Board. These kindergartens are under the auspices of Alberta's Early Childhood Services and representative of a child-centered or traditional approach to preschool education. Forty volunteers participated in the main study by using C-Plan to analyze their planning and by responding to the Kindergarten Curriculum Planning Questionnaire. Ten of the subjects were then selected at random for interview purposes.

Because it was necessary for subjects to come to the University of Alberta to make use of the computer program and because of the time involved in the study, no attempt was made at random selection of subjects. Although it was recognized that findings from this study would not be generalizable to other groups of preschool teachers, the limited number of subjects enabled the researcher to conduct a thorough investigation of the curriculum planning practices of the teachers involved. The restriction of subjects to one school area also made it possible to examine how various preschool teachers performed the task of curriculum planning with similar resources available to them.

Results

Curriculum planning processes. The curriculum planning processes of subjects were described in terms of the sources they consulted, the kinds of information they used, the purposes or curriculum categories for which information was sought, and the procedures they followed in developing their plans.

Of all the sources of information consulted, it was found that subjects most frequently relied on their own previous knowledge and

experience. This was followed in order of frequency by reference to
the pupils for whom the plans were being made, the library, curriculum
guides or teacher manuals, and subjects' previous plans. These five
sources accounted for 80% of the sources consulted.

Practical kinds of information were considered by subjects more
often than theoretical information. Subjects most frequently considered
practical information about the curricular setting for which they were
planning. This was followed by a consideration of practical information
about the pupils for whom planning was intended, and practical inform-
ation about the skills and ideas to be taught. These three kinds of
practical information accounted for 65.8% of the information considered.
In all, practical information was considered 66.2% of the time and
theoretical information 33.8% of the time. Seventy-five percent of the
subjects referred to both practical and theoretical information; 25%
referred only to practical information, while no subjects referred
exclusively to theoretical information.

The curriculum categories for which subjects most often sought
information in their daily planning were "Strategies", "Resources",
and "Content"; these three categories accounted for 64.4% of subjects'
concerns. Subjects were concerned about "Objectives" 10.3% of the time
and "Evaluation" only 1.3% of the time.

Ninety percent of the subjects reported using more than one
mode of activity in developing their plans. The activity which most
frequently characterized subjects' planning was reflection; subjects
reported reflecting 45.1% of the time. Other activities less frequently
used were: looking for additional information, reading, verbal

consultation and writing. Observation of pupil behaviour was the least used mode of activity.

Two main approaches to planning were used by subjects: 72.5% of the subjects used the specific approach, focusing on designated periods of time within the daily schedule, and 27.5% of the subjects used the general approach, considering a number of activities together. Of the specific periods present in the plans, those most often referred to in subjects' explanations of their planning were the teacher-directed oral lessons; teacher-directed activity lessons and self-directed activity lessons appeared less frequently. Seventy percent of the subjects organized at least a portion of their plans around a theme; 62% of the subjects using the specific approach focused on a theme, while 90.9% of the subjects using the general approach focused on a theme.

Subjects' reports of their planning processes and their written daily plans were also examined for completeness as determined by their consideration of objectives, resources, content, strategies and evaluation procedures. No significant relationship ($r = .11$) was found between the completeness of subjects' written daily plans and the analysis of their own reports of the planning processes they typically use. The completeness or lack of it in subjects' written plans was no indication of the completeness of the planning processes which had gone into the making of those plans.

Scope of curriculum planning. The scope of subjects' curriculum planning was described in terms of the content of their programs, the time periods for which they planned, and the extent to which adult assistants were incorporated into their planning.

The two sources of information subjects reported consulting
most frequently when planning their programs for a week or longer were
themselves and their pupils. Print sources were the next most fre-
quently consulted, followed by other human sources.

When asked about the content of their programs, all responding
teachers indicated they placed at least some emphasis on each of the
subject areas. Language Arts was the subject area considered most
important. Although Mathematics received at least moderate emphasis
from all respondents, it was outranked by Art and by Physical Education.
The main method of organizing content was through the use of themes.
Subjects also indicated that they used skills and processes, and sub-
ject areas as organizing elements. In sequencing content, the level of
development of the pupils was the main consideration, succeeded by
the consideration of the time of year and the logical development of
subject matter.

When asked about the time periods for which they planned, it was
found that most subjects made daily and weekly plans; 88% of the subjects
indicated they often or always made plans for the day, and 70% said they
often or always made weekly plans. Fewer subjects made long range plans;
37.5% indicated they often or always made plans for the month, 20% for
the term, and 17.5% for the year. Rank order of curricular concerns
varied considerably for the various time periods. In daily and weekly
planning, "Strategies" and "Content" were considered most important,
followed by "Resources," "Objectives," and "Evaluation." In making
plans for both the month and the term, "Objectives" were ranked highest
in importance, followed by "Content," "Resources," "Evaluation," and

"Strategies". In yearly planning, "Objectives" were again ranked highest, followed by "Content", "Evaluation", "Resources", and "Strategies".

With regard to adult involvement, 97.5% of the subjects reported having other adults assisting them in their classrooms. Nineteen subjects, or 47.5% of the subjects, had teacher aides and thirty-three subjects, or 82.5% of the subjects, worked with volunteers. Most sub-jects indicated that they did most of their planning individually; planning was done individually to a considerable or great extent for the day by 100% of the subjects, for the week or month by 94.9% of the subjects, and for the term or year by 88.6% of the subjects. If other adults were involved in the planning process, teacher aides were the most likely to be involved in making daily and short range plans. In making long range plans, the Local Advisory Committee and fellow teachers were the most likely to be involved.

The duties of the teacher aides and volunteers were determined to a large extent by the kindergarten teachers; 100% of the subjects indicated they were involved to a considerable or great extent in deter-mining the duties of adult assistants. The aides and volunteers themselves were involved to some extent in determining their own duties. Principals were involved to some extent in determining the duties of the teacher aides, especially the regular duties, and the Local Advisory Committee played a similar role in determining the duties of the volun-teers. In determining the duties of the teacher aide, subjects reported they were most influenced by the needs of individual children, although other considerations also played an important part. In

determining the duties of the volunteer, the abilities of the volunteer and the physical needs of the classroom were the two most important considerations.

Discussion

Curriculum Planning Processes

Sources of information. The sources subjects reported that they consulted most frequently during the process of planning for a day were their own previous knowledge and expertise, and their knowledge about the pupils for whom the plans were being made. These same two sources were ranked by subjects in the questionnaire as the sources most often consulted in making short and long range plans. Both in subjects' descriptions of their daily planning processes, and in their responses concerning short and long range planning, print sources were the next most frequently consulted sources followed by other human sources. These findings are similar to Oberg's (1975), who found that a group of prospective and experienced classroom teachers reported the most frequently consulted source was their own knowledge and experience; the next most frequently consulted source was their pupils.

As Oberg (5975) indicates, the use of themselves and their pupils as the major sources of information indicates that subjects are involved in more than a selection among existing curricular and instructional alternatives during the planning process. Teachers who participated in this study preferred to generate from their own backgrounds and experience a large proportion of their curriculum plans. The traditional approach to curriculum development, which views

curricular decision-making as a matter of selecting from among a range of readily available alternatives may therefore not be appropriate for classroom curriculum planning. Findings in this study seem to support Oberg's problem-finding model which sees curriculum planning as a type of problem-solving process in which there are no predetermined solutions.

Kinds of information. Findings in this study revealed that subjects used practical information in their planning to a greater extent than they used theoretical information. Oberg (1975), in her study, found there was no great difference between the amounts of practical and theoretical information sought, although practical information was sought slightly more often than theoretical information. This difference in findings may be attributed in part to the differences in subjects who participated in the two studies. In Oberg's (1975) study, subjects were all currently enrolled in a university course, and may have been more concerned with theory than the subjects in this study, who were all practicing teachers. The difference may also be due to different planning situations; in Oberg's study, subjects were presented with a simulated classroom situation for which to plan, whereas in the current study, subjects were planning for the classrooms which they regularly taught. This may have resulted in the use of more practical information by the subjects in the current study.

The preponderance of practical information used by subjects in this study may also be due to the fact that subjects were all teachers in traditional preschool programs. In Weikart's (1971) view, traditional preschool programs are characterized by their lack of a strong theoretical base. Although writers such as Parker and Day (1972) and

Hildebrand (1971) stress the importance of theory as a framework for curriculum planning in early childhood programs, it seems that the teachers involved in this study were more concerned with practical information related to the situation for which they were planning.

Curriculum categories. The curriculum categories for which subjects most often sought information in their reports of their daily planning were "Strategies", "Resources", and "Content". There was considerably less concern with the setting of objectives, finding out about pupils or how planning should be done, and almost no reference to evaluation procedures. In Oberg's (1975) study, "Pupils", "Strategies", and "Objectives" were ranked highest, followed by "Content", "Lesson planning", Resources", and "Evaluation". Again, these differences in results may be the result of different planning situations; subjects in this study were planning for an actual situation with which they were familiar, whereas subjects in Oberg's study were planning for a hypothetical situation.

The relative lack of concern with the setting of objectives by subjects in this study supports the challengers to the traditional model of curriculum development, who believe the traditional model is inadequate for purposes of describing classroom curriculum development (Macdonald, 1965; Eisner, 1967; Walker, 1971). Where subjects did attempt to set objectives, this was in most cases not the starting point of their planning. This supports Pylypiw (1974), who found in a study of curriculum planning by elementary school teachers, that only 12.5% of the subjects followed the traditional linear pattern of curriculum development.

Subjects in this study almost completely ignored the curriculum category of establishing evaluation procedures in their daily planning. Furthermore, in the processes used by subjects in this study, there was no evidence of screening, comparing, analyzing, or reconsidering information gathered; only two subjects modified their plans in any way on the basis of information gathered.

These results support Oberg's (1975) findings that subjects were using a trial and error approach instead of heuristic processes during their curriculum planning. Subjects paid little attention to the processes involved in generating their plans and thereby implied that the appropriate means of validating their plans was by implementing them and noting the outcomes.

Kamii (1971) distinguishes between two kinds of evaluation: formative evaluation is concerned with the ongoing appraisal of goals, content, and procedures; summative evaluation is considered in terms of pupil outcome. It seems that where subjects in this study considered evaluation procedures, they were concerned with summative evaluation and no evidence was found of formative evaluation.

Curriculum categories will be discussed further with regard to their importance in short and long range planning in a later section.

Procedures. Of all modes of activity used by subjects in their curriculum planning, "Reflection" was the most frequently reported. This was also true for subjects in Oberg's (1975) study and corresponds with subjects' references to the use of their own knowledge and experience as the prime source of their information. Despite subjects' apparent emphasis on gathering practical information about their pupils

in their planning processes, observation of pupil behaviour was the least used mode of activity. This is in direct contrast to the literature on early childhood education, especially of the child-centered approach, which highly emphasizes the importance of teachers' observation of their pupils (Almy, 1959; Cohen & Stern, 1958; Rowen, 1973). This apparent contradiction may be due to the nature of the planning task used in the study. Subjects were asked to describe the processes in which they were involved in making plans for the following day's program. It is possible that observation of pupil behaviour took place before the stage that subjects considered the starting point of their daily planning. This view is supported by the number of times subjects indicated "Reflection" as the mode of activity used in gathering practical information about their pupils.

There were two major approaches to the task of curriculum planning: the general approach, in which subjects planned for large blocks of time or the entire morning as a whole, and the specific approach, in which subjects planned for specific time periods of the day. However, no consistent patterns of planning could be found. Subjects used a variety of strategies and approaches to develop equally appropriate plans for their programs. This again is similar to Oberg's (1975) findings and supports the use of her problem-finding approach to describing curriculum planning. Subjects did not follow a set linear pattern in their planning processes, as the traditional model suggests; they arrived at their final plans in a variety of ways.

The completeness of subjects' plans was measured by the presence of the five curriculum categories which are components of the traditional

model of curriculum development--objectives, resources, content, strat-
egies, and evaluation. Measures of completeness were also compiled
for subjects' planning processes by examining subjects' reports for the
presence of these same five curriculum categories. No relationship
could be found between the completeness of the planning processes and
the completeness of the plans themselves. Subjects with the most insub-
stantial written plans were among those who used the most cycles in
C-Plan to explain their planning and reported the consideration of most
of the curriculum categories, although this was not evident by examining
their written plans. The completeness or lack of it in subjects'
written plans was no indication of the completeness of the planning
processes which had gone into the making of those plans.

Scope of Curriculum Planning

Content. Results from the Kindergarten Curriculum Planning
Questionnaire indicate that all subject areas were considered to some
extent by all respondents to the questionnaire. Language Arts was the
subject area considered most important by most subjects. This was
followed by Art, Physical Education, Mathematics, Music, Social Studies,
Science, and Health and Safety. The emphasis on Language Arts, Art,
and Physical Education is in keeping with the goals of the traditional
preschool program which emphasize the development of the whole child.
This represents somewhat of a divergence from the emphasis apparent in
the allocation of time to Language Arts and Mathematics in the primary
grades. The influence of elementary school thinking on the responding
teachers can be seen, however, in that all subjects placed at least

moderate emphasis on Language Arts and Mathematics. In the other sub-
ject areas, much more variety of opinion was expressed by teachers.

Respondents indicated that the main method of organizing content
was through the use of themes. This is supported by data from C-Plan,
which shows that 70% of the subjects showed evidence of organizing at
least some of their planning around themes in their reports of their
planning processes. The use of themes is common throughout traditional
preschool programs, but is being criticized by some early childhood
educators, including some who represent the child-centered point of
view (Hildebrand, 1971; Nash, 1973). They argue that planning through
the use of themes leads to a lack of logical sequencing of skills and
processes by focusing on a series of unrelated topics. Efforts are
being made by some early childhood educators to continue to use themes,
but also to ensure the logical sequencing of skills and subject matter
(Hildebrand, 1971). Subjects in this study indicated they were influ-
enced to a considerable extent in the sequencing of their programs by
the level of development of their pupils and the logical development of
subject matter, as well as the time of year, that is, the seasons and
holidays. Some subjects who participated in this study appeared to be
using themes as the organizing element of only a part of their plans;
this was true for 25% of the subjects.

Time periods. Most subjects made plans for the day and/or week,
whereas fewer subjects made plans for the month, term, or year. The
emphasis placed on the various curriculum categories in planning for the
various time periods varied considerably. The amount of emphasis placed
on "Resources" and "Content" was fairly consistent across the various

time periods. "Content" was ranked first in importance in weekly planning, and second for all other time periods except yearly planning, where it was placed fourth.

"Strategies" were considered of great importance in daily and weekly planning; they were ranked first and second respectively for those two time periods. However, in planning for the month, term and year, "Strategies" were ranked fifth or last in importance among the five curriculum categories. The opposite was true of "Objectives". They ranked fourth in importance in daily and weekly planning, but were ranked first in planning for the month, term or year. "Evaluation" was the category considered of least importance overall. However, it was considered of increasing importance as the planning became more long range. "Evaluation" was ranked last or fifth in planning for the day and week, fourth in planning for the month, and term, and third in planning for the year.

These findings are consistent with the data gathered through subjects' self-analysis of their daily planning processes as reported through the use of C-Plan. "Strategies", "Resources", and "Content" were the three categories for which subjects most often sought information. "Objectives" were considered 10% of the time and "Evaluation" only 1.8% of the time. From the responses to the Kindergarten Curriculum Planning Questionnaire, it would seem that "Objectives" and "Evaluation" were not being ignored by subjects; rather, they were not considered of great importance in daily planning.

These results can be examined further in relation to Johnson's (1967) distinctions between curriculum and instruction. Johnson (1967)

defines curriculum as "a structured series of intended learning out-
comes" (p. 130). In his view, curriculum prescribes the results of
instruction, but not the means; it refers to what it is intended students
learn, not what they do. Curriculum is the input into the instructional
system, which involves the means of instruction, the activities students
will be involved in during the learning experience. The placing of
"Strategies" first in importance among the five curriculum categories
in their daily and weekly planning and last in their planning for the
month, term and year would seem to indicate that the subjects who
participated in this study were highly involved with instructional con-
cerns in their daily and weekly planning and more concerned with
curricular concerns on a long term basis. This may account in part for
the large amount of practical information used by subjects in reporting
their daily planning processes.

Adult involvement. The literature on early childhood education
suggests that part of the professional responsibility of a preschool
teacher is to use the ideas of adult assistants in planning their pro-
grams, in order to add to the learning possibilities of the classroom.
According to Mindess and Mindess (1972), teacher aides should be
involved in all aspects of the program--planning, presenting, and
evaluating. They feel that teachers have not begun to tap the resources
which aides have. Other writers place more emphasis on the teachers'
planning for the assistants involved in the program to help them make
the best possible contribution to the program (Hildebrand, 1971;
Nash, 1973).

In this study, all but one of the subjects had other adults

assisting them in their classrooms. It seems that part of the professional responsibility of the kindergarten teachers involved in this study was to work with other adults in their classrooms.

Most subjects performed the task of planning for their programs individually, especially daily planning. Although subjects had indicated earlier that some other adults were used as sources of information, few other adults were involved in the actual planning process. However, the results also showed that teachers, during their planning, took into consideration the presence of other adults in their classrooms, especially when the adult assistant was a paid teacher aide, assisting on a regular basis.

Subjects also indicated that they were largely responsible for determining the duties of the teacher aides and the volunteers. Over half of the subjects indicated that the teacher aides were themselves involved to a considerable extent in determining their own duties; approximately a third of the subjects indicated that this was true for volunteers. The results indicate that teachers are working with other adults in their classrooms. They also indicate that teachers take these adult assistants into consideration to a considerable extent when planning their programs. However, these adult assistants are not involved to a large extent in the planning process, although teacher aides, and to a lesser extent, volunteers, may have some input into the determination of their own duties.

<u>Conclusions</u>

The following conclusions have been drawn from the data pro-
vided by the forty kindergarten teachers who participated in this study.
Since the subjects were not selected at random, limited inferences can
be made. However, certain conclusions may have implications for
further research.

C-Plan, a computer-assisted program adapted from L-Plan (Oberg,
1975) proved to be an effective instrument for preschool teachers to
use in describing their own curriculum planning activities. Data
gathered through subjects' use of C-Plan enabled the researcher to
describe the planning processes in which subjects were involved in
their daily planning.

The source of information most often consulted both in daily
planning and during short and long range planning was the subjects' own
previous knowledge and experience. The next most often consulted source
was the pupils for whom they were planning. The mode of activity which
most often characterized subjects' planning procedures was "Reflection".
It may be concluded from these findings that teachers were not only engaged
in a process of selecting from among existing curricular and instruc-
tional alternatives during planning; rather, they turned to their own
knowledge of curriculum and instruction and of their pupils for possible
means of arriving at solutions to curriculum planning problems.

Two main approaches were used by subjects in developing their
plans: the general approach, in which subjects considered several
activities at once, and the specific approach, in which subjects plan-
ned successively for specific time periods in the daily schedule.

However, within these two approaches, few commonly shared planning patterns could be found. Rather than using prespecified procedures for selecting from among a range of existing alternatives, subjects used a wide variety of procedures and strategies during their curriculum planning. This lends support to Oberg's (1975) view that the nature of the curriculum planning task is not that of selecting from among pre-determined alternatives, but rather involves a problem-solving process and is therefore best accomplished using a variety of strategies.

Theoretical information did not play a large role in subjects' daily planning. On a daily basis, there was little indication that teachers attempted to connect general statements from literature with particular information about the situation for which they were planning. Subjects were primarily concerned with practical information about their classrooms and their pupils.

Of the five curriculum categories which compose the traditional model of curriculum development, it was found that subjects were most concerned about "Strategies" and "Content" in their daily and short range planning; "Objectives" were considered relatively unimportant. In their long range planning, "Objectives" and "Content" were considered the most important; "Strategies" were considered least important. "Resources" were considered of moderate importance for all time periods, and "Evaluation" was considered of little significance in daily and weekly planning but became increasingly important as planning became more long range. It was tentatively concluded, using Johnson's (1967) distinctions between curriculum and instruction, that teachers were occupied with instructional concerns in their short range planning and

curriculum concerns were important in their long range planning.

Regarding the content of their programs, teachers who partici-
pated in this study considered all subject areas to some extent when
planning their programs; Language Arts was considered most important
by most subjects. The method of organizing content was primarily
through the use of themes.

With regard to the involvement of other adults in their class-
rooms, it is clear that for this group of kindergarten teachers, the
determination of the duties of adult assistants was a part of the
teacher's professional responsibility. Subjects took the involvement
of other adults into consideration during planning, but few other
adults were involved to any extent in the actual planning process.

There was no relationship between the completeness of subjects'
written curriculum plans and the completeness of their curriculum plan-
ning processes as reported through C-Plan. It was tentatively concluded
that subjects who were very thorough in their planning processes did
not necessarily make extensive written plans, nor were those subjects
who made complete written plans necessarily thorough in their planning
processes.

Finally, it seems clear that this group of preschool teachers
did engage in planning activities. However, this planning was not
necessarily according to the traditional model of curriculum develop-
ment. Especially in their daily planning, few subjects began with the
setting of objectives. Perhaps the lack of planning for which tradi-
tional or child-centered preschool teachers have been criticized has
sometimes been confused with their lack of planning according to the
traditional model of curriculum development.

Implications and Recommendations
for Further Research

One of the premises on which this study was based was the need for investigations which provide information about classroom curriculum development at the preschool level based on research rather than on speculation. Findings from this study reflect the actual planning practices of a particular group of kindergarten teachers. Statements of implication are limited to the extent that these subjects were not randomly selected.

Implications for Teacher Education

The reliance of subjects in this study on their own backgrounds as the major source of their information and on reflection as the most used mode of activity would seem to indicate that teacher education programs should provide their students with clinical experience in curriculum development. Prospective teachers should be provided not only with a large repertoire of teaching strategies and an informed awareness of available curriculum materials, but also with experience in ways to use this rich store of alternatives during curriculum planning. Ideally, they should be involved under supervision in the actual curriculum planning for both short and long range programs. This would give them an opportunity to build up their background of knowledge and experience in curriculum planning.

The subjects who participated in this study did not follow the traditional model of curriculum development, especially in their daily planning. If the traditional model is not appropriate or practical, prospective teachers should be offered alternative patterns of

out, L-Plan can be used in an instructional capacity to help future
teachers reflect critically on their planning processes and the plans
themselves; C-Plan can be used in a similar way but more specifically
with preschool teachers.

All but one of the subjects in this study had other adults
assisting them in their classrooms. One aspect of the subjects' pro-
fessional responsibilities was the determination of the duties of these
adult assistants. Teacher education programs should prepare prospective
teachers to work with adult assistants and to help them use their
talents and abilities to best advantage. This involves a different set
of skills from those used by teachers in direct contact with pupils only
and provision should be made for the teaching of these skills in pre-
paring students for teaching in preschool programs.

Implications for School System Personnel

Some of the implications suggested for prospective teachers can
also be related to practising teachers in traditional preschool programs.
Classroom teachers should be encouraged to reflect critically on their
planning before actually implementing their plans. They should also be
encouraged to direct their attention to the ongoing evaluation of their
programs. In-service teacher education programs could be conducted to
provide teachers with the opportunity of acquiring the skills needed to
work with other adults in their classrooms.

No relationship could be found in this study between the com-
pleteness of subjects' written plans and the completeness of the planning
processes from which these plans were developed. This would seem to
indicate that supervisory personnel would be well advised to place less

importance on teachers' written plans and seek other means of assessing
the quality of teachers' planning.

Implications for Curriculum Development

The reliance of subjects in this study on practical information
seems to support Connelly's (1972) view that the local user-based
approach to curriculum development is as inadequate as was the "top-down"
technological approach. Both Connelly (1972) and Goodlad (1969) seem
to agree that teachers need and deserve help in making the complex
curricular decisions they are being asked to make. According to
Connelly (1972),

> the function of user development is to construct images of
> particular instructional settings by matching a variety of
> theoretical conceptions with the exigencies of these settings,
> and to translate these images into a curriculum-in-classroom
> use.   (p. 161)

It seems the teachers involved in this study were adept at recognizing
the exigencies of their particular instructional settings, but failed
to match them with appropriate theoretical conceptions. In Connelly's
(1972) view, it is the function of external curriculum development "to
elaborate theoretical conceptions of society, knowledge, teacher, and
learner, and to translate these conceptions into coherent curriculum
materials, each of which serves as a clear-cut alternative available to
teachers" (p. 161). It is the function of the external developer to
translate theory into a form useful for teachers. The teacher then
becomes the arbitrator between the demands of the curriculum materials
and the instructional setting. The results of this study indicate that
teachers would benefit from the availability of curriculum materials
that outline clearly the underlying rationale for the materials, and

that describe sets of circumstances under which one might expect to obtain certain outcomes. This would make the task of applying theoretical perspectives to situational circumstances more manageable.

Implications for the Traditional Viewpoint of Early Childhood Education

It is clear that the kindergarten teachers who participated in this study were involved in curriculum planning for their programs. Although conclusions from this study are limited because of the small, non-random group of subjects, there appear to be some common elements in the curriculum planning of teachers associated with traditional pre-school programs. Several areas emerged in which practices differed from those suggested in the literature on early childhood education:

1. Most subjects did not plan according to the traditional linear model of curriculum development.

2. The setting of objectives and the establishment of evaluation procedures were not considered of great importance in teachers' daily planning.

3. Theoretical information did not play as great a role in teachers' daily planning as is advocated in the literature. It is important that these areas be further investigated in order to gather accurate descriptive information about curriculum planning by teachers in traditional preschool settings which could form a base for theory and reform.

Recommendations for Further Research

This study represents one instance in which the computer instrument, L-Plan, developed by Oberg (1975), was found useful in the study

of the curriculum planning of a group of teachers. L-Plan was found to
be easily modified for use by preschool teachers and provided valuable
information about the curriculum planning of these teachers. It would
seem appropriate that further studies be carried out using this instru-
ment with various groups of teachers engaged in a variety of curriculum
planning tasks. This would add to our knowledge of common aspects of
teachers' planning processes and point out elements which might influence
particular teachers to approach the planning task for a particular
situation differently.

This study was exploratory in nature, and subjects consisted of
a non-random group of kindergarten teachers representing the traditional
approach to preschool education. Similar studies should be undertaken
with other groups of traditional preschool teachers. Samples could be
taken from teachers in rural as well as other urban settings, teachers
of private preschools as well as teachers hired by school boards,
teachers of nursery schools as well as kindergartens. Such studies
would indicate which planning procedures were common to the various
groups of preschool teachers and which aspects of curriculum planning
were influenced by variations in teachers' circumstances.

Furthermore, several areas of preschool teachers' curriculum
planning have emerged which would warrant further in-depth investiga-
tion. First, few subjects who participated in this study used the
traditional model of curriculum development in making their plans. It
would seem appropriate that further studies be carried out to investi-
gate the patterns of curriculum development that do characterize
preschool teachers' planning. Secondly, teachers relied on practical

information to a far greater extent than theoretical information in their daily planning. Further studies should be carried out to ascertain whether this is true for other groups of traditional preschool teachers, and if so, whether it is also true in their long range planning or only a phenomenon related to the immediacy of the situation for which teachers were planning.

Finally, the relationship between teachers' curriculum planning and their teaching behaviours must be explored. Studies should be carried out to investigate the relationship between characteristics of teachers' planning and characteristics of the instruction based on that planning.

Concluding Statement

This study represents an initial attempt to gather data which may lead to a better understanding of the curriculum planning practices by teachers in traditional preschool settings. It has attempted to describe these planning practices in terms of the curriculum planning processes which teachers use and the scope of teachers' planning. A body of descriptive information of this kind is needed as a base from which to develop appropriate theory.

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APPENDIX A

Letter to the Subjects in Preparation
for Their Use of C-Plan

Dear Fellow Teacher:

   This is to confirm that you will be participating in
the study of the "Curriculum Planning of Kindergarten
Teachers" at the University of Alberta on _____
from _____.

   In order to use the computer program to its best
advantage, it is important that you have a particular plan
on which to focus your thinking. I would ask you,
therefore, to plan your kindergarten program for the day
following your participation in the study, and to bring a
copy of that plan with you. As you make the plan, try to
focus on why you are making the decisions you are. This
will make it easier for you to answer the questions when
you go through the computer program. The plans will be
collected at the end of the session. Please do not make
your written plan any more extensive than you normally
would. The main purpose of the written plan is to give
you a focal point as you go through the computer program.
Please bring with you then the plan you would normally
make for a half-day program for your class for _____
_____.

   Enclosed you will also find information regarding
parking and a map showing the location of the computer
room.

   If you have any other questions, please call me at
434-7241. Thank you very much for your cooperation.

                         Sincerely,

                         Mary Boniferro

APPENDIX B

Outline of the Computer Program:
L-Plan and C-Plan

```
┌─┬──────────────────────────────────────────┐
│1│Can you explain your plans?¹│
└─┴──────────────────────────────────────────┘
                    │
                   Yes
                    │
┌─┬──────────────────────────────────────────┐
│2│   What did you do when planning?          │
└─┴──────────────────────────────────────────┘
                    │
                (Choices)
                    │
         e.g., read, reflect, consult
                    │
┌─┬──────────────────────────────────────────┐
│3│What did you want to find out about?       │
└─┴──────────────────────────────────────────┘
                    │
                (Choices)
                    │
          e.g., strategies, resources
                    │
┌─┬──────────────────────────────────────────┐
│4│   What was the information source?        │
└─┴──────────────────────────────────────────┘
                    │
                (Choices)
                    │
        e.g., curriculum guide, librarian
                    │
┌─┬──────────────────────────────────────────┐
│5│What kind of information did you get?       │
└─┴──────────────────────────────────────────┘
                    │
                (Choices)
                    │
      general: about children, learning; or
    particular: about your pupils, your school
                    │
              ┌──────────────┐
              │  Go to (6)   │
              └──────────────┘
```

¹ You will point to an answer for questions (1) to (5).

OUTLINE OF THE COMPUTER PROGRAM

(Continued...)

|6| Was information of use?[2]

Yes — No

No →

|7| Is information of use now?

|8| Please record | -------------- Yes

| ---------------------------- No

|9| Have you made any changes?

Yes — No

|10|Please note| ----- | Go to (2) [3] |

|11|Any changes to plans?

Yes — No

|12|Record revisions | --- |13|A few background questions|

END

[2] You will write your answers on the forms provided for questions (6) to (10).
[3] You will go on to explain the next step in your planning.

(CONTINUED)

APPENDIX C

Introduction to the Computer Program:
L-Plan and C-Plan

INTRODUCTION TO THE COMPUTER PROGRAM

An Overview of the Program

You are going to be asked to recall the thought
processes you used in making your curriculum plans. For the
purpose of explanation, you will be asked to dissect the
planning process you went through and to explain it as
though it had been a step-by-step process. The series of
questions which the computer will ask to help you describe
your planning procedures is shown in the outline in Figure
1. You will answer the whole series of questions for each
step of your planning process.

At (2), (3), (4), and (5) on the outline, you will
point to choices displayed on the screen. At (8) or (10),
you will be asked to write down your answers on sheets
provided.

When you get to question (10), you will have completed
the first cycle of questions and you will have described the
first thoughts you had when you started making your plans.
The program will then cycle you back to question (2) so that
you can explain the next developments in your plans. This
recycling to (2) will continue until you have finished
explaining how you developed your curriculum plans.

Some Details about the Program

Question (1) is preceded by a long introduction and samples of questions (2), (3), (4), and (5).

When you get to question (2), you will begin to describe the first thing you thought about or did when you began making your plans. For example, you may have quietly reflected on how you were going to tackle this assignment, or you may have gone to the library to consult some professional references.

Questions (3) through (5) will ask you to explain and describe further how this initial activity, (for example, reflecting, reading, or whatever), did or did not help you make your plans.

In question (5), you will be asked to characterize the information or ideas you have been describing as either (a) a broadly applicable general consideration about children, or language, or schools, or learning; or (b) some particular characteristic of the pupils or the situation for which you are planning.

There are many kinds of general considerations or particular considerations you might have made. Categories

into which they might fall are listed below.

(a) General considerations which apply to many

planning tasks:

1. the goals schools should fulfill in society;
2. the nature of competence in young children;
3. how children are influenced by other people;
4. how children grow, develop, and learn;
5. how to plan in general.

(b) Considerations particular to the children and

setting for which you are planning:

1. the educational goals of the province or
school;
2. the goals of Early Childhood Services; the
Edmonton Public School Kindergarten Guide;
3. your pupils' family background or peer
relationships;
4. your pupils' personal characteristics:
cognitive, affective, and psychomotor;
5. what you could do with the materials available,
topics for lessons, ideas of things to do.

In what ways do these categories apply to your plans?
Some thought given to this question now will save you time
when you go through the computer program.

A proctor will be there when you go through the
program to answer any questions you might have at that time.

APPENDIX D

Flowchart of Computer Program Logic:
L-Plan and C-Plan

FLOWCHART OF COMPUTER PROGRAM LOGIC

No- - - - - |1|Can you explain your plans?|

|Go to (11)|

Yes

|2| What did you do when planning?
|Choices|

|3|What did you want to find out about?
|Choices|

|4| What was the information source?
|Choices|

|5|What kind of information did you get?|
|Choices|

| Go to (6) |

(Continued...)

```
        ┌─┬──────────────────────────────┐
        │6│  Was information of use?     │
        └─┴──────────────────────────────┘
          │                    │
        Yes                   No
          │                    │
          │          ┌─┬───────────────────────────────┐
          │          │7│ Is information of use now?    │
          │          └─┴───────────────────────────────┘
          │               │              │
   ┌─┬──────────┐          │              │
   │8│ Please   │──────────────────Yes    │
   │ │ record   │─────────────────────────────────No
   └─┴──────────┘
```

```
        ┌─┬──────────────────────────────┐
        │9│Have you made any changes?    │
        └─┴──────────────────────────────┘
          │                    │
        Yes                   No
          │                    │
   ┌──┬───────────┐      ┌──────────────┐
   │10│Please note│──────│  Go to (2)   │
   └──┴───────────┘      └──────────────┘
```

```
        ┌──┬─────────────────────────────┐
        │11│Any changes to plans?        │
        └──┴─────────────────────────────┘
          │                    │
        Yes                   No
          │                    │
┌──┬──────────────────┐   ┌──┬───────────────────────────┐
│12│Record revisions  │───│13│A few background questions │
└──┴──────────────────┘   └──┴───────────────────────────┘
                              │
                             END
```

APPENDIX E

Record Form and Revised Record Form

RECORD FORM AND REVISED RECORD FORM

RECORD FORM

Terminal No.

Piece of information	Aspect of planning or plans to which it applies	M

REVISED RECORD FORM

Terminal No.

O or R	Plans

APPENDIX F

Definitions of Theoretical and Practical
Information Categories in C-Plan

Theoretical Kinds of Information

The Goals Schools Should Fulfill (Philosophical)

This refers to information about the function of schools in society; what kinds of goals education should fulfill, societal or individual; and about the role the school should play in the community.

What is Competence for Young Children (Philosophical)

This category includes information about the nature of the subject matter appropriate for young children and how it should be taught.

How Social Setting Influences a Child (Sociological)

This refers to information about how a child is influenced by his peers, both at home and at school; about how children generally behave in various kinds of task-oriented groupings. It also includes information about how a child can be influenced by his family and home environment.

How Children Usually Grow and Develop (Psychological)

This refers to information about principles of learning and motivation; what researchers have found about how children learn, and strategies by which a teacher can contribute to that learning. It also includes information about characteristics typical of children at various levels: interests, capabilities, skills, and knowledge.

How Planning Should Be Done (Curriculum)

This refers to definitions and descriptions of the parts of a plan, what to include, what to consider, and where to begin. It includes information on the characteristics of good plans. It refers to the place of the school system in determining curriculum. It also includes information on the role of the teacher in curriculum development, how much autonomy a teacher should have in the classrooms.

Practical Kinds of Information

The Official Aims of Education and Especially of
Early Childhood Education in the Province (Philosophical)

        This category includes the official aims of education in the
Province of Alberta; the official aims of Early Childhood Services;
the attitudes of the community, especially parents, towards the
schools; important ideas and skills in early childhood education; the
Kindergarten Guide for Edmonton Public School Board.

Your Pupils' Family Background or Peer
Relationships (Sociological)

        This includes your pupils' relationships with friends or
classmates; your pupils' family situation and cultural environments.

Your Pupils' Personal Characteristics (Psychological)

        This includes your pupils' abilities, physical, mental, and
psychomotor; your pupils' knowledge from past experiences or previous
learnings.

The Setting: Facilities, Organization, and
Resources Available (Curriculum)

        This refers to the availability of materials; the school's
organization; school or classroom atmosphere.

Your Own Personal Characteristics (Curriculum)

        This refers to your background, training, or expertise; your
interests, talents, or inclinations; your official role as a class-
room teacher.

APPENDIX G

Flowchart of Background Questions:
L-Plan and C-Plan

FLOWCHART OF BACKGROUND QUESTIONS

```
         ┌─┬──────────────────┐
         │1│ How old are you? │
         └─┴──────────────────┘
                  │
              (Choices)
                  │
         ┌─┬──────────────────┐
         │2│ What is your sex?│
         └─┴──────────────────┘
                  │
              (Choices)
                  │
   ┌─┬──────────────────────────────────────────┐
   │3│ Do you have any teaching experience?      │
   └─┴──────────────────────────────────────────┘
        │                           │
       No                          Yes
        │                           │
  ┌──────────────┐      ┌─┬──────────────────────────┐
  │ Go to (8)    │      │4│   Where have you taught?  │
  └──────────────┘      └─┴──────────────────────────┘
                                    │
                                (Choices)
                                    │
                        ┌─┬──────────────────────────┐
                        │5│  How long have you taught?│
                        └─┴──────────────────────────┘
                                    │
                                (Choices)
                                    │
                        ┌─┬──────────────────────────┐
                        │6│At what level have you taught?│
                        └─┴──────────────────────────┘
                                    │
                                (Choices)
                                    │
                        ┌─┬──────────────────────────┐
                        │7│What subjects have you taught?│
                        └─┴──────────────────────────┘
                                    │
                                (Choices)
                                    │
                        ┌──────────────┐
                        │ Go to (8)    │
                        └──────────────┘
```

(Continued...)

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```
            ┌──┬─────────────────────────────┐
            │8 │  Do you have any children?  │
            └──┴─────────────────────────────┘
               │                  │
              No                 Yes
               │                  │
        ┌────────────┐     ┌──┬──────────────────┐
        │Go to (10)  │     │9 │ How old are they? │
        └────────────┘     └──┴──────────────────┘
                                  │
                             (Choices)
                                  │
            ┌──┬─────────────────────────────┐
            │10│How many years of university │
            │  │    credit do you have?      │
            └──┴─────────────────────────────┘
                             │
                        (Choices)
                             │
        ┌──┬───────────────────────────────────────┐
        │11│How many CI courses have you taken?    │
        └──┴───────────────────────────────────────┘
                             │
                        (Choices)
                             │
            ┌──┬─────────────────────────────┐
            │12│   What degree do you hold?  │
            └──┴─────────────────────────────┘
                             │
                        (Choices)
                             │
            ┌──┬─────────────────────────────┐
            │13│   How recent was your last  │
            │  │      education course?      │
            └──┴─────────────────────────────┘
                             │
                        (Choices)
                             │
            ┌──┬─────────────────────────────┐
            │14│   How did you feel while    │
            │  │using the computer program?  │
            └──┴─────────────────────────────┘
                             │
                        (Choices)
                             │
                    ┌─────────────┐
                    │Go to (15)   │
                    └─────────────┘
```

(Continued...)

```
┌──┬─────────────────────────────────┐
│15│   How satisfied are you         │
│  │   with your performance?        │
└──┴─────────────────────────────────┘
              │
          (Choices)
              │
┌──┬──────────────────────────────────────┐
│16│ Have you experienced a similar task?  │
└──┴──────────────────────────────────────┘
              │
             END
```

APPENDIX H

The Kindergarten Curriculum
Planning Questionnaire

Department of Elementary Education

University of Alberta

Kindergarten Curriculum Planning Questionnaire

Mary Boniferro   April 1975

        This questionnaire consists of three sections which have to
do with:

        (a) the curriculum content of your program
        (b) the units of time for which you plan your program
        (c) whether other adults are involved in your program
            and the possible effects of this on your planning

You are asked to indicate your response to each item by rating it
on a scale that ranges from "not at all" (1) to "to a very great
extent" (5).

Section A: Curriculum Content

        In this section, you will be asked to consider the things you
believe are important in choosing the curriculum content for your
program. Please indicate the extent to which you think you empha-
size each of the following in developing plans for your program.
When you answer a question, please answer all sub-sections of that
question.

1. In considering the content for your kinder-
    garten program for a week or longer, how much
    would you estimate you consulted the following
    sources?

	Never	Seldom	Sometimes	Often	Always
(a) curriculum guides	1	2	3	4	5
(b) official reports	1	2	3	4	5
(c) teacher's manual	1	2	3	4	5
(d) your previous plans	1	2	3	4	5
(e) library	1	2	3	4	5
(f) professional references	1	2	3	4	5
(g) your principal	1	2	3	4	5
(h) yourself	1	2	3	4	5

	Never	Seldom	Sometimes	Often	Always
(i) fellow teacher	1	2	3	4	5
(j) university professor	1	2	3	4	5
(k) parents	1	2	3	4	5
(l) local advisory committee	1	2	3	4	5
(m) ECS coordinator	1	2	3	4	5
(n) ECS consultant	1	2	3	4	5
(o) pupils	1	2	3	4	5

2. In considering the content for your kindergarten program for a week or longer, how much emphasis would you say you placed on each of the following subject areas?

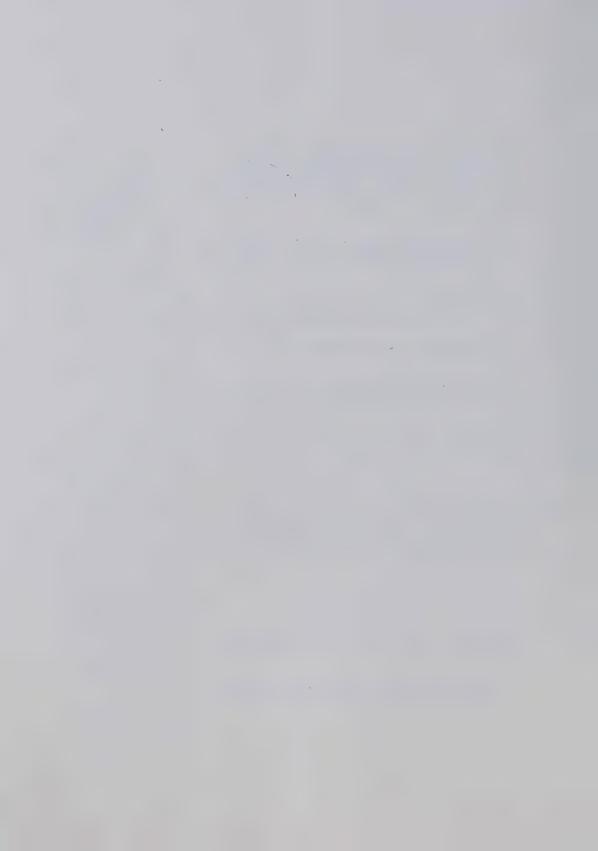|	None	Slight	Moderate	Considerable	Great
(a) language arts	1	2	3	4	5
(b) mathematics	1	2	3	4	5
(c) science	1	2	3	4	5
(d) social studies	1	2	3	4	5
(e) music	1	2	3	4	5
(f) art	1	2	3	4	5
(g) health and safety	1	2	3	4	5
(h) physical education	1	2	3	4	5
(i) other _____	1	2	3	4	5

3. In considering the curriculum content
    for your kindergarten program for a week
    or longer, how much emphasis would you say
    you placed on each of the following ways
    of organizing the content?

	None	Slight	Moderate	Considerable	Great
(a) by particular subjects (e.g., reading readiness, printing, language, science, etc.)	1	2	3	4	5
(b) by skills and processes (e.g., perceiving, observing, communicating, etc.)	1	2	3	4	5
(c) by themes (e.g., Christmas, pets, spring, etc.)	1	2	3	4	5
(d) by integrated subjects (e.g., language arts, environmental studies, etc.)	1	2	3	4	5
(e) other _____	1	2	3	4	5

4. In choosing the particular themes, subjects,
    or processes for your program, how much
    emphasis would you say you placed on each
    of the following considerations?

	None	Slight	Moderate	Considerable	Great
(a) the interests of your pupils	1	2	3	4	5
(b) the abilities of your pupils	1	2	3	4	5
(c) the importance of that learning for the child at present	1	2	3	4	5
(d) the importance of that learning for the child in the future	1	2	3	4	5

5. In considering the content for your kinder-
    garten program for a week or longer, how
    much emphasis would you say you placed on
    each of the following ways of sequencing
    the content?

    (a) the logical development of the subject
        matter (i.e., proceeding from simple to
        complex)

    (b) the level of development of the children
        in your classroom

    (c) the time of year (i.e., seasons and
        holidays)

    (d) suggestions given in a kindergarten
        guidebook

    (e) other _____

	None	Slight	Moderate	Considerable	Great
(a)	1	2	3	4	5
(b)	1	2	3	4	5
(c)	1	2	3	4	5
(d)	1	2	3	4	5
(e)	1	2	3	4	5

Section B: Periods of Time

In this section, you will be asked about the time periods for which you plan your program. Some questions will not be applicable to your situation. If this is the case, please write N/A. If you answer one part of the question, please answer all other parts of that question.

1. Do you generally make written plans for your program in advance

	Never	Seldom	Sometimes	Often	Always
(a) for the day	1	2	3	4	5
(b) for the week	1	2	3	4	5
(c) for the month	1	2	3	4	5
(d) for the term	1	2	3	4	5
(e) for the year	1	2	3	4	5
(f) other _____	1	2	3	4	5

2. If you make written plans for the day, how much emphasis would you say you place on each of the following?

	Not at all	Slight	Moderate	Considerable	To a very great extent
(a) the formulation of objectives to be achieved	1	2	3	4	5
(b) specifying the resources to be used	1	2	3	4	5
(c) deciding the type and amount of content to be covered	1	2	3	4	5
(d) deciding how the content is to be presented to the children	1	2	3	4	5
(e) deciding how to check up on the progress of the children	1	2	3	4	5

3. If you make written plans for the <u>week</u>, how much emphasis would you say you place on each of the following?

	Not at all	Slight	Moderate	Considerable	To a very great extent
(a) the formulation of objectives to be achieved	1	2	3	4	5
(b) specifying the resources to be used	1	2	3	4	5
(c) deciding the type and amount of content to be covered	1	2	3	4	5
(d) deciding how the content is to be presented to the children	1	2	3	4	5
(e) deciding how to check up on the progress of the children	1	2	3	4	5

4. If you make written plans for the <u>month</u>, how much emphasis would you say you place on each of the following?

	Not at all	Slight	Moderate	Considerable	To a very great extent
(a) the formulation of objectives to be achieved	1	2	3	4	5
(b) specifying the resources to be used	1	2	3	4	5
(c) deciding the type and amount of content to be covered	1	2	3	4	5
(d) deciding how the content is to be presented to the children	1	2	3	4	5
(e) deciding how to check up on the progress of the children	1	2	3	4	5

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5. If you make written plans for the <u>term,</u> how much emphasis would you say you place on each of the following?

		Not at all	Slight	Moderate	Considerable	To a very great extent.
(a)	the formulation of objectives to be achieved	1	2	3	4	5
(b)	specifying the resources to be used	1	2	3	4	5
(c)	deciding the type and amount of content to be covered	1	2	3	4	5
(d)	deciding how the content is to be presented to the children	1	2	3	4	5
(e)	deciding how to check up on the progress of the children	1	2	3	4	5

6. If you make written plans for the <u>year,</u> how much emphasis would you say you place on each of the following?

		Not at all	Slight	Moderate	Considerable	To a very great extent.
(a)	the formulation of objectives to be achieved	1	2	3	4	5
(b)	specifying the resources to be used	1	2	3	4	5
(c)	deciding the type and amount of content to be covered	1	2	3	4	5
(d)	deciding how the content is to be presented to the children	1	2	3	4	5
(e)	deciding how to check up on the progress of the children	1	2	3	4	5

Section C: Adult Involvement

In this section, you will be asked about the involvement of
other adults in your program and the effect this might have on your
planning. Some questions will not be applicable to your situation.
If this is the case, please write N/A. If you answer one part of
the question, please answer all other parts of that question.

1. Are there other adults assisting you in your
    classroom?

                Yes _____   No _____

2. If you have an employed teacher's aide, how
    often is she involved in your classroom?

    (a) for the entire half day session | 1 | 2 | 3 | 4 | 5 |

    (b) for only part of the session | 1 | 2 | 3 | 4 | 5 |

3. If you have volunteers involved in your
    program, how often are they involved in
    your program?

    (a) for the entire half day session | 1 | 2 | 3 | 4 | 5 |

    (b) for only part of the session | 1 | 2 | 3 | 4 | 5 |

    (columns: Never, Seldom, Sometimes, Often, Every day)

4. If you have other adults assisting you in
    your classroom, to what extent do you con-
    sider their involvement when planning your
    program?

    (a) employed teacher's aide | 1 | 2 | 3 | 4 | 5 |

    (b) volunteers | 1 | 2 | 3 | 4 | 5 |

    (columns: Not at all, Slight, Moderate, Considerable, To a very great extent)

Not at all | Slight | Moderate | Considerable | To a very great extent

5. In making long-range plans (for the term or the year), what amount of your planning would you estimate that you did

    (a) individually   1 2 3 4 5

    (b) with a fellow teacher   1 2 3 4 5

    (c) with your teacher's aide   1 2 3 4 5

    (d) with members of your local parent advisory committee   1 2 3 4 5

    (e) with supervisory personnel   1 2 3 4 5

    (f) other _____   1 2 3 4 5

6. In making short-range plans (for the week or month), what amount of your planning would you estimate that you did

    (a) individually   1 2 3 4 5

    (b) with a fellow teacher   1 2 3 4 5

    (c) with your teacher's aide   1 2 3 4 5

    (d) with members of your local parent advisory committee   1 2 3 4 5

    (e) with supervisory personnel   1 2 3 4 5

    (f) other _____   1 2 3 4 5

7. In making daily plans, what amount of your planning would you estimate that you did

	Not at all	Slight	Moderate	Considerable	To a very great extent
(a) individually	1	2	3	4	5
(b) with a fellow teacher	1	2	3	4	5
(c) with your teacher's aide	1	2	3	4	5
(d) with members of your local parent advisory committee	1	2	3	4	5
(e) with supervisory personnel	1	2	3	4	5
(f) other _____	1	2	3	4	5

8. To what extent would you estimate that the following people were involved in determining the regular duties of the teacher's aide in your classroom?

	Not at all	Slight	Moderate	Considerable	To a very great extent
(a) you, the teacher	1	2	3	4	5
(b) other teachers in your school	1	2	3	4	5
(c) the teacher's aide	1	2	3	4	5
(d) members of your local parent advisory committee	1	2	3	4	5
(e) the principal of your school	1	2	3	4	5
(f) other _____	1	2	3	4	5

9. To what extent would you estimate that the following people were involved in determining the specific activities the aide is to be involved in during a particular session?

	Not at all	Slight	Moderate	Considerable	To a very great extent
(a) you, the teacher	1	2	3	4	5
(b) other teachers in your school	1	2	3	4	5
(c) the teacher's aide	1	2	3	4	5
(d) members of your local parent advisory committee	1	2	3	4	5
(e) the principal of your school	1	2	3	4	5
(f) other _____	1	2	3	4	5

10. When you are involved in deciding the duties of the teacher's aide, to what extent do the following influence you in determining what that aide is to do?

	Not at all	Slight	Moderate	Considerable	To a very great extent
(a) organizational and material needs of the classroom	1	2	3	4	5
(b) needs of the children as a group	1	2	3	4	5
(c) needs of individual children	1	2	3	4	5
(d) the particular abilities of the aide	1	2	3	4	5
(e) the particular interests of the aide	1	2	3	4	5
(f) other _____	1	2	3	4	5

11. To what extent would you estimate that the following people were involved in determining the regular duties of the <u>volunteer</u> in your classroom?

	Not at all	Slight	Moderate	Considerable	To a very great extent
(a) you, the teacher	1	2	3	4	5
(b) other teachers in your school	1	2	3	4	5
(c) the volunteer	1	2	3	4	5
(d) members of your local parent advisory committee	1	2	3	4	5
(e) the principal of your school	1	2	3	4	5
(f) other _____	1	2	3	4	5

12. To what extent would you estimate that the following people were involved in determining the specific activities the <u>volunteer</u> is to be involved in during a particular session?

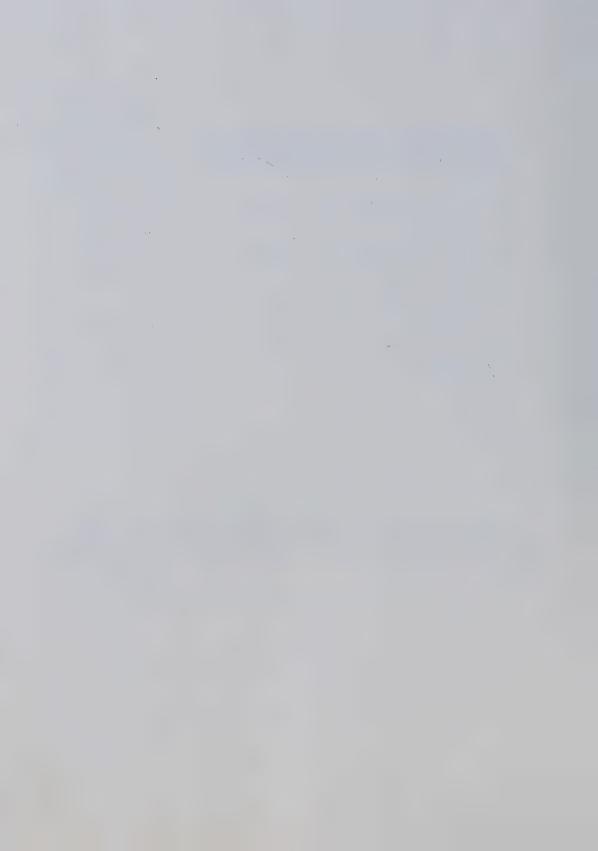|	Not at all	Slight	Moderate	Considerable	To a very great extent
(a) you, the teacher	1	2	3	4	5
(b) other teachers in your school	1	2	3	4	5
(c) the volunteer	1	2	3	4	5
(d) members of your local parent advisory committee	1	2	3	4	5
(e) the principal of your school	1	2	3	4	5
(f) other _____	1	2	3	4	5

13. When <u>you</u> are involved in deciding the duties of the volunteer, to what extent do the following influence you in determining what that volunteer is to do?

	Not at all	Slight	Moderate	Considerable	To a very great extent
(a) organizational and material needs of the classroom	1	2	3	4	5
(b) needs of the children as a group	1	2	3	4	5
(c) needs of individual children	1	2	3	4	5
(d) the particular abilities of the volunteer	1	2	3	4	5
(e) the particular interests of the volunteer	1	2	3	4	5
(f) other _____	1	2	3	4	5

Thank you very much for your patience and cooperation. When you have completed the questionnaire, please return it to me before you leave the computer room, or forward it to me in the self-addressed envelope.

Mary Boniferro

APPENDIX I

Introduction to the Interview

INTRODUCTION TO THE INTERVIEW

An introduction preceded each interview providing the respondents with the following background information:

1. The purpose of the interview was to act as a check on the Kindergarten Curriculum Planning Questionnaire.

2. The interviewee was informed that he was one of 10 subjects selected at random from the original 40 subjects who responded to the questionnaire.

3. Subjects were assured that there were no right or wrong answers, and that complete honesty was important since the purpose of the study was to find out about the actual planning practices of kindergarten teachers.

4. Assurance was given that all respondents would remain totally anonymous in the report which would be made.

5. Permission was requested for the taping of the interview. Assurance was given that the purpose of the taping was to insure the accurate gathering of information, and that the tapes would be erased as soon as the information was transcribed.

APPENDIX J

Interview Schedule

INTERVIEW SCHEDULE

Section A: Curriculum Content

1. In considering the content for your kindergarten program, which sources do you consult most often? Please rank.

2. In considering the content for your kindergarten program, which subject areas do you consider most important? Please rank.

3. How do you organize the content of your program over a longer period of time?

4. On what basis do you choose the (themes, subjects, processes, or other elements) around which you organize your program?

5. When planning for longer periods of time, how do you decide how to sequence the content of your program?

Section B: Periods of Time

1. For what periods of time do you generally make plans?

2. If you make written plans for the day, what aspects of a plan do you include?

3. If you make written plans for the week, what aspects of a plan do you include?

4. If you make written plans for the month, what aspects of a plan do you include?

5. If you make written plans for the term, what aspects of a plan do you include?

6. If you make written plans for the year, what aspects of a plan do you include?

Section C; Adult Involvement

1. Are there other adults assisting you in your classroom?

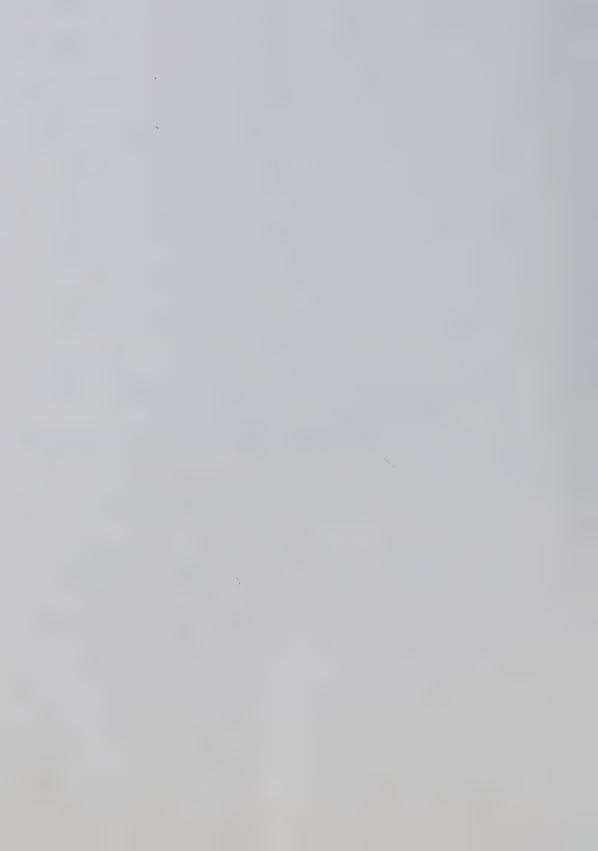2. If you have an employed teacher's aide, how often is she involved in your classroom?

3.   If you have volunteers involved in your program, how often are they involved in your program?

4.   What difference does having other adults involved in your program, make to your planning?

5.   When you make long range plans, do you plan alone or are other people involved? If so, who?

6.   When you make short range plans, do you plan alone or are other people involved? If so, who?

7.   When you make daily plans, do you plan alone or are other people involved? If so, who?

8.   Who was involved in deciding the regular duties of the teacher aide? Please rank the people involved according to the extent of their involvement.

9.   Who was involved in deciding the specific activities of the teacher aide for a particular session?   Please rank the people involved according to the extent of their involvement.

10.   When you are involved in determining the duties of the teacher aide, on what basis do you decide what those duties should be?

11.   Who was involved in deciding the regular duties of the volunteer? Please rank the people involved according to the extent of their involvement.

12.   Who was involved in deciding the specific activities of the volunteer for a particular session? Please rank the people involved according to the extent of their involvement.

13.   When you are involved in determining the duties of the volunteer, on what basis do you decide what those duties should be?

APPENDIX K

Samples of Record Forms Illustrating Subjects'
Use of the General and Specific Approaches
to Curriculum Planning

SAMPLE OF RECORD FORM OF ONE SUBJECT

USING THE

GENERAL APPROACH TO CURRICULUM PLANNING

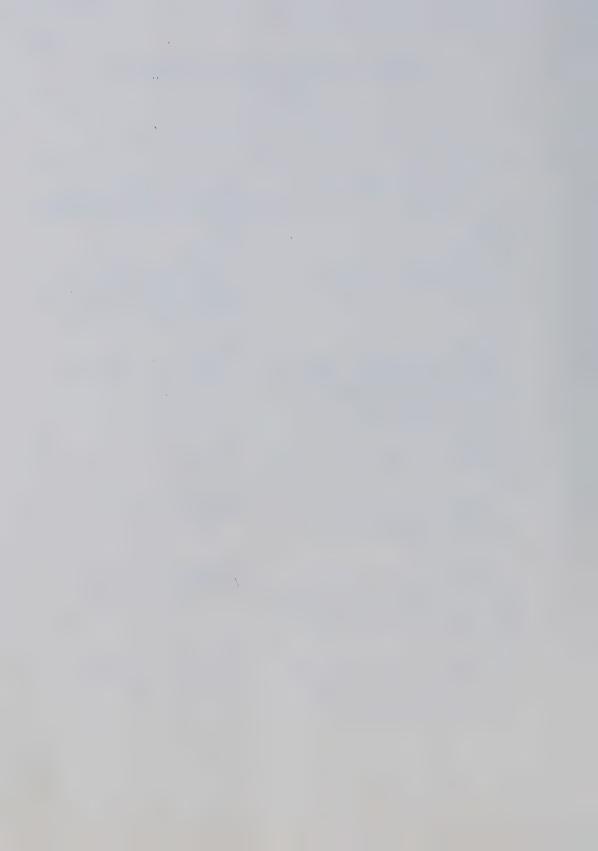| Piece of information	Aspect of planning or plans to which it applies
CODES	CODES

21111154
    What stories, songs, activities and background information there was in reference to birds and spring
	21111154
	    Free play activity centres, whole group activities, stories and songs taught, creative movement

17171554
    -names of books, records to use in themes, Birds, Spring.
    -where to get eggs to hatch our own birds
    -art projects to do in relation to same themes
	17171554
	    -Free play activities, whole group, stories, songs, creative movement, art projects

15121151
    -what distinguishes birds from other animals
	15121151
	    theme presentation

SAMPLE OF RECORD FORM OF ONE SUBJECT

USING THE

SPECIFIC APPROACH TO CURRICULUM PLANNING

Piece of information	Aspect of planning or plans to which it applies
CODES	CODES

23151616
    Planning is based on pupil needs
	23151616
	    The whole plan in general, with the possible exception of the choice of the theme

21191155
  -How to make paper windmills
  -How to teach ball handling to kindergarten children
  -Garnered information from "Spring" theme unit
	21191155
	  Arts and Crafts
	  Gymn
	
	  Language

15131916
    Music for "Let's Go Fly a Kite"
	15131916
	  Music

20111956
    Book about a Spring Activity-"Curious George Flies a Kite"
	20111956
	  Story

21192456
    Word, "leg" is next in phonics program being taught; children have not practised their name for some time
	21192456
	  Directed Activity

23151653
    Joanne & Larry need help with numbers to 10; John needs special attention to help him learn English
	23151653
	  Note: - re Joanne, Larry, and John

APPENDIX L

Definitions of Categories of Daily Periods
Found in Subjects' Daily Plans

DEFINITIONS OF CATEGORIES OF DAILY PERIODS

FOUND IN DAILY PLANS

Self-Directed Activity: the period of the day in which children are free to select their own activities from among a range of activities available in the class-room.

Teacher Directed Oral Lesson: all teacher directed lessons in which the involvement of teacher and students is mainly oral in nature. It includes discussion periods, and didactic lessons.

Teacher Directed Activity Lesson: all lessons in which students are involved in some activity other than speaking,,under the teachers' direction. This category includes teacher directed art or craft lessons.

Physical Education Period: all periods specifically referred to by teachers as "Physical Education", "Gymn", or "Gross Motor" lessons.

Music Lesson: all periods specifically referred to by teachers as "Music", or "Singing" lessons.

Opening Group Session: group sessions held at the beginning of the half-day program, including opening exercises and sometimes a discussion period with the class as a whole.

Snack: all periods specifically referred to by teachers as "Snack" or "Juice" periods.

Routines: all daily activities which remain
relatively stable throughout the year. Routines were
present in all daily plans and were mentioned specifically
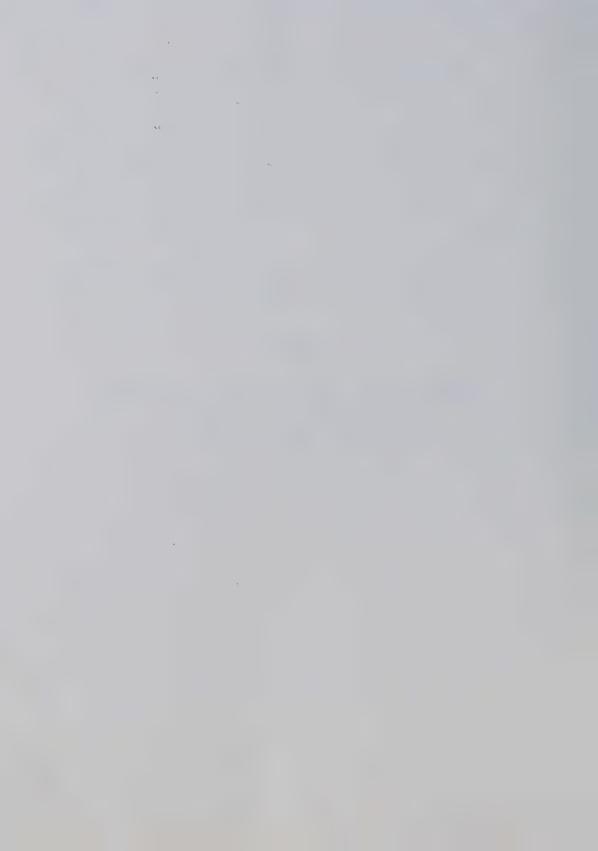by some subjects in describing their planning processes.

Activities for Specific Children: all activitities
in which teachers named the specific children for which
they were intended.

General References: references made by subjects
to their daily plans as a whole.

APPENDIX M

Discrepancy Scores, Calculated to Show the Difference
Between Scores on the Interview
and Scores on the Questionnaire

DISCREPANCY SCORES

Time Periods

Day — year, term, month, week, day

Written Plans

guidebook, logic of subject matter, child development, time of year, Sequencing, future learning, present learning, pupils' abilities, pupils' interests, Basis of Choice, themes, skills and processes, subject areas, Content Organization, Physical Education, Health & Safety, Art, Music, Social Studies, Science, Mathematics, Language Arts, Subject Areas, pupils, ECS coordinator/consultant, Local Advisory Committee, parents, university professor, fellow teacher, self, principal, professional references, library, previous plans, reports, guides and manuals, Sources

Content

evaluation, strategies, content, resources, objectives — Year
evaluation, strategies, content, resources, objectives — Term
evaluation, strategies, content, resources, objectives — Month
evaluation, strategies, content, resources, objectives — Week
evaluation, strategies, content, resources, objectives — Day

Subject #1 ... Item, Total Aᵃ, Total Bᵇ

Adult Involvement

Volunteer – Considerations: aide interests, aide abilities, Individuals, group, classroom, principal, Local Advisory Committee, volunteer

Specific Duties of Volunteer: you, other teachers, volunteer, principal, Local Advisory Committee

Regular Duties of Volunteer: you, other teachers, volunteer, principal, Local Advisory Committee, aide interests, aide abilities, Individuals, group, classroom

Aide – Considerations: principal, Local Advisory Committee, aide, other teachers, you

Specific Duties of Aide: principal, Local Advisory Committee, aide, other teachers, you

Regular Duties of Aide: supervisors, Local Advisory Committee, teacher aide, fellow teacher, Daily Planning, individually, supervisors, Local Advisory Committee, teacher aide, fellow teacher, individually

Short Range Planning: supervisors, Local Advisory Committee, teacher aide, fellow teacher, individually

Long Range Planning: supervisors, Local Advisory Committee, teacher aide, fellow teacher, individually, volunteer, teacher aide, Teacher Consideration of teacher aide

half day, full-time, half day, Volunteer, full-time, Teacher Aide

Subject #1 ... Item, Total Aᵃ, Total Bᵇ

Note: Discrepancy scores were calculated for each subject for each item by adding all subjects' discrepancy scores for each item.

a. Discrepancy score totals were calculated for each item by subtracting scores for each item on the questionnaire from each item in the interview.

b. Discrepancy score totals were calculated for each item by adding all subjects' discrepancy scores for each item, disregarding plus and minus signs.